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ABSTRACT

This document presents an evaluation of actions taken by the Texas State Board of Education during the 1991-92 school year to achieve the goals and objectives of its "Long-Range Plan." Following the vision statement, an evaluation summary describes progress made toward statewide education goals. Each of the nine chapters after the evaluation summary, deals with a specific goal area: (1) Goal 1: Student Learning; (2) Goal 2: Curriculum and Programs; (3) Goal 3: Personnel; (4) Goal 4: Organization and Management; (5) Goal 5: Finance; (6) Goal 6: Parent Responsibility; (7) Goal 7: Community and Business Partnerships; (8) Goal 8: Research Development, and Evaluation; and (9) Goal 9: Communications. Within each chapter, the goal, goal summary, objectives, and state-level actions are reprinted from the original document. This information is followed by an evaluation of state-level actions, performance measures, and the board's legislative recommendations to the 73rd Texas Legislature. Two appendices contain the Academic Excellence Indicator System report and graphs for the 1991-92 school year, and comparative data on Texas' progress toward the National Education Goals. A total of 26 exhibits are included. (LMI)

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Long-Range Plan for Public Education 1991-1995

Texas State Board of Education

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INTERIM EVALUATION
1991 - 1992

Quality,
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Long-Range Plan for Public Education, 1991 - 1995
Texas State Board of Education

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March 1993

TO MEMBERS OF THE LEGISLATURE AND CITIZENS OF TEXAS:

In March 1991, the State Board of Education published *Quality, Equity, Accountability: Texas State Board of Education Long-Range Plan for Public Education, 1991-1995*, its four-year plan for improving public education in this state. *Texas Education Code* §11.26(b) requires biennial evaluations of the plan. This document assesses the board's progress over the first two years of implementation.

Over that time, the board has focused on improving student achievement and increasing local flexibility. Through the Academic Excellence Indicator System, the student assessment program, and the accreditation and monitoring systems, we have given schools, students, parents, and the community a stake in the performance of *all* students. The board's policy initiatives have identified best practice models for schools to emulate. Through such strategies as the sunset review of board rules, site-based decision-making, and the waiver process, local educators have more opportunities to respond to local needs and priorities.

Although we are proud of our efforts to raise standards and expectations, there is still much to be done and we look forward to addressing the continuing challenges set forth in our *Long-Range Plan*.

On behalf of the State Board of Education, I commend to you our assessment of progress toward the *Long-Range Plan*.

Respectfully submitted,

Carolyn Crawford

Carolyn Honea Crawford, Chairman
State Board of Education

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Introduction

In November 1990, the State Board of Education adopted its long-range plan for public education for the years 1991 - 1995. The plan contained nine goals, 71 objectives, 104 state actions, more than 120 actions for local schools and communities, and one overriding purpose: ensuring quality, equity, and accountability in the Texas system of public education.

In *Quality, Equity, Accountability: Texas State Board of Education Long-Range Plan for Public Education, 1991-1995*, the board articulated a vision of education that recognizes the importance of our state's system of public schools to the continued growth and vitality of our social, economic, and cultural institutions. As envisioned by the board, public education is responsible and will be held accountable for providing the environments, materials, and resources that allow all students to attain educational excellence. In this vision, educators lead a concerted and coordinated effort that provides all students, from the primary years to adulthood, opportunity to reach their full potential. From this perspective, education involves teachers, students, parents and families, care providers, Regional Education Service Centers, institutions of higher education, businesses, and community organizations working together to achieve educational excellence and equity.

The months since January 1991 have seen both progress and change in Texas public schools. Texas Commissioner of Education Lionel R. Meno assumed office in July 1991. His emphasis on student achievement — that student performance is non-negotiable and that educational programs must accommodate themselves to student needs and goals — has guided Texas educators and policy makers as they develop a system of education. In this system, the flexibility to achieve high quality student outcomes goes hand in hand with a system of accountability that ensures that these outcomes are met. Investing teachers and campus administrators with the authority and ability to achieve the high standards of student performance specified by the board has changed the roles and relationships that support education at the state and local level.

This report presents an evaluation of actions taken by the State Board of Education to achieve the goals and objectives of its *Long-Range Plan*. The period covered by this evaluation has seen a deregulation of educational processes and rules accompanied by a call for greater involvement of parents, families, and community members on Texas campuses. The board has provided leadership to this period of change by adopting broad-based policies that offer frameworks to guide state and local educators in the implementation of developmentally appropriate and research-based curriculum and instructional strategies that ensure success for all students.

This evaluation of board action to achieve the goals stated in *Quality, Equity, Accountability* covers the period from January 1, 1991 to August 31, 1992, which is the end of the 1992 fiscal year. This ending date, however, is occasionally pushed back to the end of 1992 to cover the completion and approval of major board initiatives and policies. This evaluation also highlights actions of the Commissioner of Education, however, it does not cover the initiatives, functions, and achievements of the Texas Education Agency in detail. They will be included in the report to the 73rd Texas Legislature on the activities of the Central Education Agency.

This evaluation is divided into nine chapters, each covering a goal of the *Long-Range Plan*. Within each chapter, the *Long-Range Plan* goal, goal summary, objectives, and state-level actions are reprinted from the original document. This information is followed by an evaluation of state-level actions specified in the *Long-Range Plan*, a section specifying future actions of the State Board of Education, a section reporting on the performance measures adopted within each goal of the plan, and, as appropriate, the board's legislative recommendations to the 73rd Texas Legislature. Two appendices are included in the evaluation. The first is the state Academic Excellence Indicator System report and graphs for the 1991-92 school year. The second appendix, taken from the 1992 *National Education Goals Report*, shows baseline and 1992 data to indicate Texas' progress on the National Education Goals.

The Vision

The State Board of Education of Texas envisions a state whose first priority is its children. The vision of this Board of Education, therefore, is limited neither to schools as they currently exist nor to education.

The society in which Texas' children develop into Texas' leaders must provide enrichment and nourishment for their minds and bodies, high expectations for their future potential, and recognition of their current demands. Such a society will ensure that infant and child care are secure and attentive and that parents have the resources to meet their children's intellectual, physical, and social needs.

Texas schools will welcome children who, because of their experiences prior to entering school, are ready to learn. They will provide programs to parents who need literacy, job training, and parenting skills. They will be located on campuses, community centers, and job sites. They will be equipped with the technology that promotes effective learning and efficient management.

The public education system will take the lead in ensuring coordination and provision of the services that children and their families need in order for children to succeed in school. Schools will not succeed, however, if they act alone. Attaining this vision demands the concerted and coordinated dedication not only of educators but also of all of those who interact with children and who share responsibility for their growth and welfare. These include parents, teachers, and other direct care providers, members of the health care, human services, and judicial and legal systems at the local, state, and federal levels, as well as neighbors, employers, and other community and business members.

This theme of mutual effort on behalf of children pervades this *Long-Range Plan*. Public education is responsible — and will be held accountable — for providing the multiple appropriate instructional environments, effective materials, qualified staff, and suitable facilities that yield student achievement. The State Board of Education recognizes, however, that too many children enter school less ready to learn and less healthy than their peers. Too many children suffer from deprivation and low expectations which jeopardize their ability to achieve. The need for common effort is great.

With this effort, the Texas public education system will be one in which:

- Schools vary widely in practice, site, and curriculum delivery in response to the needs of their students.

- Teachers have the responsibility, training, and resources to guide developmentally appropriate instruction efficiently.
- Performance, rather than process, determines advancement.
- Performance and socioeconomic status are unrelated.
- Adults can enhance their job and life skills.

The future of Texas — social, economic, and environmental —depends upon the quality of its educational system. The quality of our lives and that of our children requires the strongest possible commitment to this future. The State Board of Education rallies all Texans to join in being advocates on behalf of our children.

Evaluation Summary

GOAL 1

STUDENT LEARNING

To assure that all students achieve their full educational potential, the State Board of Education has approved a rigorous statewide student assessment program, implemented initiatives to raise achievement for all students, developed an extensive reporting system of student achievement and school performance across a range of academic excellence indicators, and established policy frameworks to guide legislative action, rule-making, and program implementation toward the goal of success for all students.

The statewide student assessment program approved by the board raises standards and increases expectations; broadens the subjects assessed, yet reduces the time spent on testing; ties assessment more closely to the instructional period being assessed; and links individual student performance to school and district performance through the Academic Excellence Indicator and state accreditation systems. The program includes a new norm-referenced test designed to compare Texas students' performance with students nationally.

To raise student achievement, the board increased the passing standard on the statewide student assessment from 60 to 70 percent. Policy statements adopted by the board call for heterogeneous grouping of students based on instructional needs, rather than tracking students based on prior demonstrations of ability. New assessment rules approved by the board support greater accommodation of students with special needs. The board has also directed the Texas Education Agency to collaborate with school districts successful in raising Texas Assessment of Academic Skills (TAAS) scores of all students.

The board approved the Academic Excellence Indicator System (AEIS), which reports levels of student achievement and school performance across a broad range of measures. AEIS reports, comparing actual to expected levels of performance, are developed for each campus and school district in the state. The AEIS is an invaluable planning tool for campus improvement.

The board's policy initiative reaches across all grades and addresses special student populations to provide educators with a coordinated set of goals and recommendations that is based on high standards of student achievement and professional performance. The board has completed the first two steps in the grade-level policy development cycle by adopting policies for middle grade and high school education. It has also established a statewide process for articulating student outcome goals.

These policies seek to ensure quality, equity, and accountability in education by encouraging state policy makers, local educators, and community members to design curriculum to address real-world challenges; to emphasize instruction that is developmentally appropriate and nurturing of both academic and personal growth; to assure professional development is research-based and connected to campus academic goals; and to encourage student support so that all students come to school ready and able to learn.

The policy statements are supported by specific state and local recommendations that focus on achieving high levels of educational performance.

GOAL 2

CURRICULUM AND PROGRAMS

The State Board of Education has worked to provide a well-balanced curriculum to all students, supported by high-quality instructional programs designed to meet student needs and goals. Board action has focused on the state curriculum to ensure that it prepares students for the challenges they will face after graduation; established a plan for the formulation of student outcome goals, the essential skills and knowledge that all students must master if the state is to reach its educational goals; and encouraged districts to develop innovative programs that meet specialized needs of students without sacrificing the integrity and quality of districts' regular education programs.

The board has revised the state curriculum for early grades to align them with generally accepted developmentally appropriate instruction. Through its review of the essential elements, the board has sought to infuse the content areas of the state curriculum with real-world skills that foster lifelong learning. The board has used curriculum review to strengthen textbook adoption and provide greater challenge in the student assessment system.

Board action has increasingly focused on the results of education for the state's students. The board has endorsed a set of challenging academic proficiencies that all students should demonstrate upon leaving Texas high schools. In addition, it is participating in a process to establish high-level educational goals that encourage competency-based progress through the curriculum over seat-time.

The board has taken a number of steps to support the development of innovative programs. Rather than limiting itself to a review of rules affecting specialized student populations, the board has developed a set of policy goals that draws upon the strengths of specialized instructional programs and encourages high expectations and performance of all students. To make these policy goals a reality, the board encourages local schools to share their successes and expertise.

GOAL 3

PERSONNEL

The State Board of Education is concerned that preparation and professional development of teachers are focused on outcomes, that teaching in Texas is competitive with states across the nation, and that teaching on the 6,000 campuses in this state is dynamic and responsive to the challenges of an increasingly complex society.

Demand for teachers in Texas outpaces the supply. The imbalance is related to both the status of professional educators and the challenge of adequately preparing new and veteran educators to succeed in increasingly diverse classrooms. The board has addressed both issues through rule review, funding approval, policy development, and legislative recommendation.

One reason for this supply and demand imbalance is the relatively low level of average teacher salaries in our state. Average teacher salaries in Texas ranked 34th in the nation in 1991; they slipped to 35th in 1992. To upgrade the status of educators, the board has recommended that the legislature increase teacher pay to the projected national average by 1997. The board's policy initiative on professional development addressed the salary issue as well as other strategies to upgrade the professionalism of educators.

The board took a series of actions to strengthen teacher preparation and teacher training programs. It supported a broad-based policy initiative on professional preparation and development. The policy statement calls for strengthening the state's teacher education programs to better prepare teachers with pedagogical, content-specific, and managerial skills they need to succeed in their classrooms. Alternative certification programs, which enrich the ranks of educators in Texas with greater numbers of minority teachers and teachers who bring important workplace experience into the classroom, are strongly supported by the board.

Teacher training does not end with graduation from a teacher preparation program; rather it should be a career-long endeavor. The board approved funding for eight Centers for Professional Development and Technology and a number of recruitment and professional development programs to provide teachers with opportunities to meet the varied instructional needs of students through field-based training that is collaborative, based on the best of current research, and allows for the full use of technology.

GOAL 4

ORGANIZATION AND MANAGEMENT

The State Board of Education has provided leadership in the organization and management of the state's public education system by establishing policy goals that guide Texas educators to high standards of student achievement and professional performance, overseeing the development and implementation of a system of performance-based school accreditation, and clarifying both its role and the role of the Texas Education Agency in relation to local school districts. The system of accountability initiated by the board establishes state standards of performance, provides schools and districts with greater flexibility to achieve these standards, and holds them accountable for their ability to ensure student achievement.

The board has overseen the development and implementation of a performance-based accreditation system for Texas school districts. This system links the evaluation of schools and districts to student performance as reported in the Academic Excellence Indicator System. The new system of accreditation emphasizes results. Districts with high levels of student performance are recognized within the new accreditation system and provided measures of regulatory relief. Districts with problematic performance are provided multifaceted, research-based assistance.

Central to this system is a new relationship between state and local educators. The state establishes goals and standards of student performance and monitors school and district progress in achieving these results. Local educators are provided authority and flexibility to develop programs needed to guarantee that achievement.

Reflecting the national trend, the board has acted to deregulate public education in Texas and approve a reorganization plan that streamlines the Texas Education Agency and transfers many functions formerly reserved by the state to the local level. In September 1992, the board began the final year of a three-year sunset review of education rules in the *Texas Administrative Code*. Through the review, the board has amended and eliminated rules to better support a system of education that is flexible, accountable, and results-based.

Education policies adopted by the board provide frameworks of school organization and teacher, administrator, and student performance. Developed collaboratively with educators, parents, and community members, they shift the perspective of the board away from procedural rules to a system of educational outcomes and goals, which reflect the standards of achievement and professionalism necessary to excel in an increasingly challenging world.

GOAL 5

FINANCE

Four principles guide State Board of Education action in areas related to school finance: achieving equity through a constitutional system of school funding; establishing a Foundation School Program funding level that assures adequacy; providing funds to support critical education initiatives; and increasing administrative efficiency. Board actions to fulfill these principles and accomplish the school finance goal in the *Long-Range Plan* have occurred in an uncertain environment due to the fact that the state's public school finance system was declared unconstitutional by the Texas Supreme Court in 1989. Efforts of legislators to craft an efficient, equitable, and constitutional public school finance system have extended over several regular and special legislative sessions.

Within this environment of change, the board has taken steps to implement a school funding system that is accountable and that provides all students opportunities and facilities to master desired outcomes. New rules related to compensatory and remedial education provide additional funds to improve instruction for identified students and seek to end divisions between programs that serve them and a district's regular education program. Reporting practices stated in the rules hold schools to high standards of accountability for the performance of students enrolled in these programs.

The board has implemented new rules to assure adequacy of school facilities, overseen the disbursement of $50 million in emergency school facilities funds, and explored policy issues related to the impact of school facilities on educational quality.

The board has continued to provide efficient management of the Permanent School Fund, a public trust fund that supports the basic per-pupil allotment within the Available School Fund and guarantees locally-issued school bonds to assure that school districts have access to the lowest possible interest and bond financing rates.

GOAL 6

PARENT RESPONSIBILITY

The State Board of Education has supported parent and family involvement in education by developing policies that provide a foundation for enhanced partnerships between educators, students, and their families. It has fostered the involvement of parents and families through pilot and innovative education programs and community adult literacy efforts. The board has encouraged a range of parent and family involvement activities; it has not issued mandates to direct them. Instead, the board relies on schools and districts to use the campus improvement process to develop and implement parent and family involvement programs that are geared to the needs and goals of the students and families they serve.

While providing a policy and programmatic foundation to increase parent and family involvement in education, board action in coordinating services to students in early childhood, latchkey, and parenting programs often follows leads established by the Legislature, the Governor's office, and some local districts. Board leadership must marshall multiple resources to ensure that all children can learn in ways that strengthen the abilities of educators to perform their tasks. Services outside traditional notions of education can be instrumental in preparing students and families for future educational achievement.

GOAL 7

COMMUNITY AND BUSINESS PARTNERSHIPS

The State Board of Education has endorsed a public education system in which educators and students are strongly connected to — and highly cognizant of — the resources and requirements of the communities in which they live and work. Board action to increase community involvement in education seeks to encourage, not require, districts and campuses to develop and implement community partnership programs that are tailored to local needs and goals. The board has examined issues related to school-to-work transition and drawn upon private sector expertise to develop recommended proficiencies for high school graduates and identify priority occupations for Texas citizens. Policies for adult and community education are slated for board development and approval.

State-level partnerships among education, community institutions, and the private sector are tremendous educational resources whose potential has yet to be fully realized. Board action will seek further development of these resources in an effort to create partnerships that prepares Texas for the 21st century.

GOAL 8

RESEARCH, DEVELOPMENT, AND EVALUATION

Current trends in education seeking deregulation of school processes, greater emphasis on student outcomes, and empowerment of classroom teachers and local administrators change the context and conditions of state-level action. The State Board of Education has responded by moving away from regulation and specialized-rules to the development of broad-based education policies and initiatives. It has begun extricating itself from the determination of classroom routines and processes, turning to focus on student performance and the accountability of schools for achieving state standards of performance. Research and evaluation on creative and effective education practices are critical to the successful transformation of state-level actions and roles. Best practices informed by research, and measures of accountability validated through it, are both inputs and benchmarks of the changing context in which the state's system of public education serves its students and communities.

The board has identified a number of critical research areas to support the development of policies and accountability measures and to investigate the effect of legislative and board action on Texas schools and students. It has overseen the implementation of pilot and innovative programs to explore alternative methods of meeting student needs and goals and to give districts support in seeking new organizational and instructional arrangements. The board's Committee on Long-Range Planning provides a forum for the articulation of the latest research, innovations, and successful programs in Texas and across the nation.

This two-year period of the *Long-Range Plan* saw the completion of the first phase of the board's *Long-Range Plan for Technology*. During this phase of the technology plan, the board focused on providing, the legislative initiatives and technological infrastructure necessary to support a technology system that encompasses the state public education system and links it to other educational, research, and business information resources.

GOAL 9

COMMUNICATIONS

Providing a public forum for input and information about state education initiatives, issues, and performance has been identified by the State Board of Education as one of its primary goals. The board supports the recognition of outstanding academic performance by students, schools, and districts.

With the policy development and sunset review processes, the board has broadened the avenues of public access to state education decision making. Site visits and hearings in Austin and across the state have been vital components of these processes. Actions by the board have standardized reporting formats for campus, district, regional, and state performance on the Academic Excellence Indicator System. The board has continued to support the expansion of the use of technology in public education in Texas. Implementation of an ever-increasing telecommunications network for the state's educators has marked this phase of the board's *Long-Range Plan for Technology*.

GOAL 1 STUDENT LEARNING

All students will achieve their full educational potential.

Goal Summary

STATE-LEVEL ACTIONS SHOULD ELIMINATE POLICIES THAT HINDER STUDENT SUCCESS, IMPLEMENT A PLAN FOR REDUCING THE DROPOUT RATE, DEVELOP STATEWIDE STRATEGIES FOR IMPROVING STUDENTS' LITERACY SKILLS, AND COORDINATE EDUCATION WITH HEALTH AND SOCIAL SERVICES STATEWIDE.

Objectives Stated in the Long-Range Plan

1-1 Set increasingly challenging expectations for academic performance by all students in Texas schools.

1-2 Strengthen and increase the acquisition of literacy, reading, writing, spelling, and other communications skills.

1-3 Develop second language proficiencies in all students.

1-4 Close the achievement gap between educationally disadvantaged students and other populations.

1-5 Support the development of infants and young children through early childhood education and parenting education.

1-6 Identify and assist slower learners to achieve their learning potential.

1-7 Through enhanced dropout prevention efforts, raise the graduation rate to 95 percent of students who enter the seventh grade.

1-8 Identify and provide appropriate prevention and intervention strategies for students with special needs.

1-9 Measure student learning through multiple indicators.

State-Level Actions Specified in the Long-Range Plan

1. Expand student performance measures and raise standards, including:
    a. Increase the rigor of state-mandated tests at least every five years and develop appropriate standards. In addition to measuring students' skills in reading, writing, and mathematics, tests will assess knowledge of science, social studies, and foreign languages as well as critical-thinking and problem-solving ability.
    b. Adopt a single norm-referenced test for the third through the eleventh grades.
    c. Establish nontraditional measures for identifying and assessing student potential and performance, such as student portfolios, writing samples, and artistic endeavors.
    d. Assess vocational education courses such as auto mechanics, plumbing, business computer programming, and retail merchandising for their effectiveness in preparing students for employment or higher education.
    e. Develop and implement a system of Academic Excellence Indicators.
2. Develop statewide strategies for improving students' literacy and communications skills. These strategies will give special attention to at-risk students, students with special needs such as the handicapped and learning disabled, students with limited English literacy skills, ethnic and minority students, and young children.
3. Implement foreign language programs, beginning with model programs, in elementary, middle, and high schools.
4. Eliminate educational policies that hinder student success and instead implement policies such as flexible schedules and flexible advancement. Identify laws that contribute to at-risk status and propose changes.
5. Expand early childhood education and parenting programs by:
    a. securing additional state funds that equitably target pre-kindergarten, kindergarten, and the early elementary grades;
    b. establishing a variety of early childhood education models, including in-home programs and training for parents of infants and young children;
    c. involving parents as a vital component of all early childhood education programs;
    d. adopting appropriate certification and inservice training for early childhood teachers, since they require specific qualifications and skills to work with young children; and
    e. establishing eligibility standards for programs to serve three-year-olds and implementing a curriculum appropriate to their stage of physical, social, and intellectual development.
6. Promote techniques and programs appropriate for the learning styles of slower learners, i.e., students whose IQ scores fall into the 70 to 89 range.
7. Develop and implement a state plan for reducing the dropout rate to not more than five percent of students who enter the seventh grade each year. Coordinate plans with the private sector and appropriate state programs to keep at-risk students from leaving school before graduation.
8. Coordinate statewide health, mental health, and social services with education.

Evaluation of State-Level Actions

LEGISLATIVE CONTEXT

The state defines and measures expectations of student achievement through the statewide assessment program. Statewide student assessment, authorized in Section 21.551 of the *Texas Education Code*, is conducted within a program composed of a criterion-referenced component, which compares student performance to a passing standard established by the State Board of Education, and a norm-referenced component, which compares student performance to a representative sample of students. The criterion-referenced component of the assessment system is the Texas Assessment of Academic Skills (TAAS) examination. The TAAS examination assesses student competencies in reading, writing, and mathematics. The norm-referenced component of the assessment system, the Norm-referenced Assessment Program for Texas (NAPT), measured student performance in reading, writing, mathematics, science, and social studies in the 1991-92 school year.

In the *1986-1990 Long-Range Plan of the State Board of Education for Texas Public School Education*, the board called for increasing the rigor of the statewide assessment program and incorporating additional measures for judging student performance. Following board initiatives to upgrade the assessment program, the 71st Texas Legislature directed the board to develop assessment instruments that measure student problem-solving and critical-thinking skills. The board approved implementation of the TAAS examination, which focuses on more advanced competencies rather than minimum-level skills and broadens the range of subject areas tested.

House Bill 2885, passed during the 72nd Texas Legislature, shifted the emphasis of the state's student assessment program, directing the board, through Section 21.5512 of the *Texas Education Code*, to create and implement a performance-based assessment program that ensures school accountability for student achievement. Before adopting rules relating to the performance-based assessment program, the legislation directed the board to consider the comments of the Legislative Education Board, which is charged with oversight of the implementation of legislative educational policy and the evaluation of program effectiveness, and the recommendations of the Committee on Student Learning, which is charged with recommending policy in such areas as assessment, essential skills, student competencies, and indicators of learning to the board.

NEW STATEWIDE STUDENT ASSESSMENT SYSTEM

In January 1992, the commissioner of education presented the *Plan for Improved Student Achievement Accountability* to the board. To ensure accountability, the plan linked the statewide assessment program, the Academic Excellence Indicator System, and the system for accreditation of campus and school district performance. The commissioner outlined five measures for increasing the scope and efficiency of the assessment program. To increase scope, the commissioner recommended:

- expanding the assessment program across the full range of essential elements; and
- developing criterion-referenced, performance-based, and developmentally appropriate measures in all content areas assessed.

To increase efficiency, the commissioner recommended:

- changing the grades at which TAAS is administered from 3, 5, 7, 9, and 11 to 4, 8, and 10;

- moving the assessments to the end of the instructional periods they test; and
- decreasing the number of student hours spent in the state assessment program from 77 hours for students in all grades tested during the 1991-92 school year to 48 hours for students in all grades tested by the 1994-95 school year.

As specified in House Bill 2885, the Committee on Student Learning and the Legislative Education Board reviewed the *Plan for Improved Student Achievement Accountability*. In February 1992, the Committee on Student Learning made the following recommendations in support of the plan to the board:

- base future assessment strategies on outcomes that summarize significant features of learning across all of the content areas and essential elements assessed;
- develop performance-based assessments;
- conduct the state assessment program at grades 4, 8, and 10;
- move the assessment to the end of the instructional year to enhance accountability and develop a transition plan for end-of-course examinations in selected high school subjects; and
- reduce the amount of student hours spent in the assessment program.

In March 1992, the Legislative Education Board approved the assessment program presented in the *Plan for Improved Student Achievement Accountability* . In April the board adopted the student assessment program proposed in the plan.

The assessment program adopted by the board raises expectations of student performance and expands the range of content areas assessed in the TAAS examination to include reading, writing, mathematics, social studies, science, second language proficiency, computer literacy, physical fitness/health, and fine arts, with future assessments in vocational education and business education. To assure that high standards of curriculum and instruction are maintained across districts and campuses, the board directed the Texas Education Agency to develop end-of-course tests in selected high school subjects in the new assessment program.

In adopting the assessment program, the board reduced the number of grades which are assessed by TAAS from five to three. To minimize time spent teaching to the test and to support a broad range of learning activities in the classroom, the assessments are to include measurement strategies that can be integrated into sound instructional programs.

The board also addressed norm-referenced assessment in the plan which districts use to meet federal Chapter 1 evaluation requirements. The Norm-referenced Assessment Program for Texas (NAPT) was administered for the first time in April 1992 in five content areas in grades 3 through 11: reading, language, mathematics, social science, and science. To reduce the time spent on testing under the new assessment plan, the board limited the subjects tested in the NAPT in the state assessment system to reading and mathematics, beginning with the 1992-93 school year. However, this action allowed districts the option of continuing to administer the language, social science, and science NAPT tests.

The board's new system of student assessment includes an oral assessment of second language proficiency, emphasizing Spanish, in grade 8 or high school, depending on local instructional programs, in the 1993-94 school year and grades 4, 8, and high school, depending on local instructional programs, in the 1994-95 school year.

In approving the new assessment program, the board redefined the state's role within the new testing schedule, directing the Texas Education Agency to provide local school districts with formative assessment strategies beginning at grade 2 as well as technical assistance and staff development to help local districts integrate formative and diagnostic assessments into their daily instructional programs.

Exhibits 1.1 and 1.2 detail the transition of the

EXHIBIT 1.1
Student Assessment Transition Plan

	1991-92	1992-93	1993-94	1994-95
TAAS				
Performance Tasks and/or Machine Scorable Items				
• Reading, Writing, & Mathematics	Grades 3,5,7,9,11 (exit) - October & Grade 11 (exit) - Spring	Grades 3,7,11 (exit)- Fall and Grades 4,8,10 (exit) -Spring	Grades 4,8,10 (exit) - Spring	Grades 4,8,10 (exit) - Spring
• Science and Social Studies			Grades 4,8 – Spring	Grades 4,8,10 (exit) - Spring
• Computer Literacy			Grade 8	Grade 8
• End of Course				
•• Algebra I			High School *	High School
•• Biology I			High School *	High School
•• Computer Science				High School *
•• 5 More Tests				High School *
• Physical Fitness/ Health			Grades 4,8 * - Spring	Grades 4,8 - Spring
• Oral Proficiency in a 2nd Language			Grades 8, high school in Spanish **	Grades 4,8, and high school **
NAPT				
• Reading, Mathematics	Grades 3-11 – April	Grades 3-11 – April	Grades 3-11 – April ***	Grades 3-11 – April ***
• Writing, Science, Social Studies	Grades 3-11 – April			

* The first year a new test is administered will be an optional (phase-in) year. Districts may choose to participate on a trial basis.

** Districts may elect to participate at any or all levels (Grades 4, 8, and high school) to match the local instructional program.

*** Norm-referenced tests will be included as long as federal evaluation regulations remain unchanged.

In addition to changing the grade levels at which students are tested, the state assessment plan moves the scheduling from fall to spring.

EXHIBIT 1.2
Estimates of Assessment Time in Hours per Student

	1991-92		1992-93			1993-94		1994-95	
Grade	TAAS	NAPT	TAAS	NAPT	TAAS	NAPT	TAAS	NAPT	TAAS
3	6	5	6	3		3		3	
4		5		3	6	3	8	3	8
5	6	5		3		3		3	
6		5		3		3		3	
7	6	5	6	3		3		3	
8		5		3	6	3	8	3	8
9	6	5		2		2		2	
10		5		2	6	2	6	2	8
11	6	5	6	2		2		2	
Subtotals	30	45	18	24	18	24	22	24	24
Annual Totals Across Grades	75		60			46		48	

Within four years, the total testing time should be reduced by about one-third over 1991-92 amounts.

new state assessment plan from 1991-92 to 1994-95. Exhibit 1.1 illustrates the transition schedule and Exhibit 1.2 details how time in testing will decrease.

ASSESSMENT PROGRAM PASSING STANDARDS

In July 1990, the board acted to establish a passing standard of 60 percent on any section of the TAAS for eleventh-grade students in the 1990-91 school year and 70 percent for eleventh graders in 1991-92. In May 1992, the board reviewed the performance standards for the statewide student assessment program.

There was considerable public pressure to lower the 1991-92 passing standard on the eleventh-grade TAAS test to the 1990-91 level of 60 percent. The board chose to maintain high standards of academic performance within the assessment system. In taking this action, however, the board directed the Texas Education Agency to provide remediation and technical assistance to districts to help prepare students for the TAAS examination. The technical assistance plan developed by agency staff seeks to identify and disseminate district practices proven to be successful in remediating students needing these services; highlights the need for institutional accountability for assessment through the school accreditation system; and advocates increased use of alternative TAAS administration procedures.

NONTRADITIONAL MEASURES OF STUDENT PERFORMANCE

In October 1991, the board's Committee on Long-Range Planning requested a presentation on student performance assessment from Ed Roemer, an assessment specialist with the Council of Chief State School Officers. The presentation highlighted the importance of using performance assessment to prepare students for real-world requirements. Texas has joined a consortium of 25 states to develop performance assessments in mathematics, literacy, and workplace readiness. Texas has also joined with several other states to produce an end-of-course assessment in United States History that includes traditional performance testing and a portfolio assessment of ongoing student performance in the subject area.

With the adoption of the statewide student assessment program in April 1992, the Texas Education Agency has initiated development of nontraditional assessment strategies and measures, especially in such curriculum areas as fine arts, second language oral proficiency, computer science, and physical education and health.

At its March 1992 meeting, the board invited William Spady, director of the High Success Network, to speak on outcomes-based education. Dr. Spady described outcomes-based education as a system that shifts school assessment away from seat time requirements and rigid course sequences to a system that organizes all of a school's programs and instructional efforts around clearly defined demonstrations of content area mastery. The goal of an outcomes-based education system is to have all students successfully accomplish these demonstrations of mastery, in a schedule that is matched to their own academic progress and goals.

SUNSET REVIEW OF ASSESSMENT RULES

As part of the sunset review of education rules in the *Texas Administrative Code* called for in Senate Bill 1, passed in the Sixth Called Session of the 71st Texas Legislature, the board adopted new rules for Title 19, Chapter 101, Assessment, in June 1992. The new rules provide for a transition to the performance-based assessment system established by Section 21.5512 of the *Texas Education Code*, allow local districts greater flexibility in test administration, and reflect changing expectations for Texas students.

ACADEMIC EXCELLENCE INDICATOR SYSTEM

The *Plan for Improved Student Achievement Accountability* linked student achievement to institutional accountability. The Academic Excellence Indicator System (AEIS) is that link between student performance and school accreditation. It reports the measures by which state policy makers, district and campus educators, and the public can evaluate progress in student performance and plan for campus improvement. Indicators in the system come from two sources: legislative mandate and board rule. The 1992-93 AEIS indicators are listed in Exhibit 1.3.

The first AEIS was adopted in June 1991. In October 1991, after the first reports had been mailed to school districts, the board adopted an improvement plan for the AEIS. This plan included five goals for improvement:

- review, expansion, and further development of indicators;
- assurance of accurate data with adequate access for all entities;
- development of analysis procedures for all needs;
- provision of internal and external information in a timely manner; and
- evaluation of development of AEIS to ensure highest quality.

The plan adopted by the board expanded the set of AEIS indicators from 8 to 10 to more accurately reflect the ability of schools to prepare students for real-world roles.

In January 1992, the commissioner proposed an expanded AEIS to include the broader range of curriculum measured in TAAS as well as measures of proficiency in physical fitness, computer literacy, and a second language. The commissioner's plan also established world-class standards of performance

EXHIBIT 1.3
ACADEMIC EXCELLENCE INDICATORS

- **Percent of Students Passing TAAS** in reading, mathematics, writing, and all tests taken for all grades tested, as required by statute. The board established a state standard of 90 percent of students passing the tests.
- **Graduation Rate**, as required by statute. The board established a state standard of 12th graders graduating from high school at 99 percent.
- **Enrollment in Advanced High School Courses**, as required by statute.
- **Student Attendance**, as required by statute. The board established a state standard of 97 percent student attendance for the year.
- **College Entrance Examinations**, as required by statute. The board established a state standard of 70 percent of high school seniors taking these examinations and a state standard of 35 percent of graduating seniors scoring over the criterion, which is 1000 for the SAT and 24 for the ACT.
- **Graduates Receiving Advanced Seals on Transcript**, as recommended by the AEIS Advisory Committee and adopted by the board.
- **Annual Student Dropout Rate**, as recommended by the AEIS Advisory Committee and adopted by the board. The board established a state standard of a dropout rate of less than 1 percent for students, grades 7 through 12.
- **College Preparedness**, as reflected by students attaining a score on the exit-level TAAS equivalent to a passing scale on the Texas Academic Skills Program examination. This indicator was recommended by the AEIS Advisory Committee and adopted by the board.
- **Norm-referenced Assessment Program for Texas**, as required by statute.
- **Retention Rate** for grades kindergarten through 8, as recommended by the AEIS Advisory Committee and adopted by the board.

Statute, relevancy, and data availability guided the board's choice of academic excellence indicators.

for indicators in the system and recommended reporting formats.

In June 1992, the board adopted the 1993, 1994, and 1995 AEIS. The plan approved by the board added end-of-course test results in Algebra I, Biology I, and physical fitness, as well as student retention and promotion rates.

POLICY INITIATIVES

Creating a framework that state and local educators can use to design developmentally appropriate programs and foster high levels of student achievement, engagement, and support is a board priority. In July 1991, the board adopted the *Policy Statement for Middle Grade Education and Middle Grade Schools*. The policy identifies academic excellence and personal and social growth as primary purposes of education at the middle grades. It focuses on two major hindrances to achieving these purposes: lack of interdisciplinary curriculum and student tracking based on demonstrations of prior academic performance and ability. The board's policy statement calls upon educators to develop teams of heterogeneously-grouped students and teachers from several subject areas.

In November 1991, the board adopted a policy cycle that included policy development activities in four priority areas: high school education, professional educator preparation, student outcomes goals, and vocational education. In July 1992, the board adopted the *Policy Statement on High School Education*. This policy calls for creating communities of learning on high school campuses in which every student has close ties to at least one teacher. At the center of these communities are individualized student education plans, developed by the teacher, the student and the family, that target attainment of explicitly stated post-secondary goals. To foster essential school-student relationships and ensure learning for all students, the policy endorses greater flexibility of high school organization, scheduling, hiring practices, and staffing arrangements.

Progress reports from the Texas Education Agency offices of elementary, middle, and high school education keep the board informed of the implementation of its grade-level policy initiatives. The first report on the implementation of the middle school policy initiative was given to the board in April 1992. Board committees heard presentations on restructuring middle grade education by principals, teachers, and counselors from mentor schools in the Texas Middle School Network. Thirty-seven mentor schools, competitively selected on the basis of their leadership in restructuring middle school education, anchor the network.

EXPERT SPEAKER PRESENTATIONS

A number of expert speakers have addressed the board's Committee on Long-Range Planning on the subject of eliminating barriers to student achievement.

- In September 1991, the committee requested a presentation on accelerated instruction from Henry Levin, a professor of education at Stanford University. Accelerated schools are guided by the belief that all students must perform on grade level. Curriculum and instruction in these schools are enhanced and enriched in order to provide all students with a grade-level foundation for achievement.

- In January 1992, E. D. Hirsch, a professor of English at the University of Virginia, spoke on core knowledge curriculum for the elementary grades. The core knowledge curriculum, designed to occupy no more than 50 percent of the total curriculum at the elementary level, is coherent, content-specific, and sequenced to develop the shared skills and knowledge that all students need to succeed in the secondary grades.

- In June 1992, Jeannie Oakes, a professor of education at the University of California at Los Angeles, addressed issues related to student tracking and ability grouping. Dr. Oakes told the committee that tracking students based on prior demonstrations of ability promotes schooling inequalities and affects access to curriculum, teacher quality, and learning opportunities.

- In July 1992, Fred Newmann, professor of curriculum and instruction at the University of Wisconsin, Madison, spoke on restructuring high schools to promote student engagement and authentic achievement. He described a model which measures the extent of school restructuring across six outcomes: authentic achievement, which involves consensus within the school community over what should be taught and how it should be tested; equity; empowerment of teachers in the decision-making process; communities of learning; and accountability that reinforces the achievement of the first five outcomes.

In addition to these speakers, the board has examined other issues related to impediments to student achievement, such as the gender gap in mathematics and science instruction and achievement.

TARGET SPECIAL NEEDS STUDENTS

The board has taken a number of actions to assist slower learners and special needs students in the full achievement of their learning potential. These actions recognize the importance of high expectations for performance and encourage local districts to develop a broad range of rigorous programs that can best meet the varied needs and goals of all the students they serve.

In July 1991, the board's Committee on Students requested a report from Texas Education Agency staff on changes in the administration of the TAAS examination to dyslexic students. Included in that report was a study of modifications in the statewide student assessment program for students with dyslexia, *The Effects of Oral Reading of Mathematics Achievement Test Items on Grade 5 Student Performance*. The study identified methods of addressing student conditions but cautioned districts about the implementation of these methods. The study indicated that while reading mathematics test items aloud to dyslexic students improved their scores, the oral reading of mathematics test items hampered the performance of non-dyslexic students taking the test.

In March 1992, the board requested a status report on the Texas Children's Mental Health Plan, an interagency initiative with the purpose of developing and implementing an integrated system of public, community-based mental health care and related services for children and their families. The Texas Education Agency is one of nine state agencies participating in the initiative, which was established by the 72nd Texas Legislature. Key strategies in the plan seek to:

- establish coordinated, community-based mental health services across the state over a 10-year period;
- support prevention and intervention through model programs; and
- emphasize intensive mental health treatment for youth in the juvenile justice system.

Each local program funded under the initiative is administered by an interagency community management team.

In May 1992, the Committee on Students requested an accountability report on the collaboration between public and private schools providing education services to deaf students. The goal of this collaborative effort is to allow students who are deaf to attend, to the greatest extent possible, regular education classes. A model for collaborative auditory-verbal service to deaf students is in place in the Dallas area.

In June 1992, the board approved changes in the assessment rules that allowed for greater flexibility in assessing students with special needs.

EARLY CHILDHOOD PROGRAMS

Expanding the Boundaries, the board's final report on pilot programs established by the 71st Texas Legislature, includes descriptions and evaluations of prekindergarten programs for three-year-olds. The prekindergarten program became a statewide program in 1991. Board rules related to the pilot evaluation recognize that effective prekindergarten programs can operate in schools, community institutions, and homes.

In March 1992, the Committee on Long-Range Planning heard a presentation on the Preschool Education Program from Ralph B. Rogers, president of Public Broadcasting Service station KERA in Dallas. The Preschool Education Program, a joint project of the Children's Television Workshop and the Public Broadcasting Service, is a video- and text-based education program for children in preschool, child development, and day care centers.

Having authorized a longitudinal study of Texas prekindergarten programs in 1989-90, the board requested information on these programs in September 1992. According to Texas Education Agency staff, the preliminary results of the five-year study indicate a need for a comprehensive state-level framework that identifies quality program standards, supports a professional development network that is focused on developmentally appropriate practices, and disseminates information and technical assistance on exemplary practices. The board will develop a policy related to early childhood and elementary education in 1993.

DROPOUT PREVENTION

The board has actively participated in a number of initiatives to increase the holding power of Texas schools. In June 1990, the board adopted dropout rate reduction goals through the 1997-98 school year. After determining the difference between the 1987-88 longitudinal rate and the statutorily-mandated goal of a five percent longitudinal rate by 1997-98, a projected annual rate of reduction and annual goals were calculated. Dropout rate requirements are stated in Section 11.205 of the *Texas Education Code*. The dropout rate reduction goals adopted by the board in 1990 are listed in Exhibit 1.4.

EXHIBIT 1.4
Dropout Rate Reduction Goals 1987-88 – 1997-98

Year	Projected Annual Rate	Actual Annual Rate	Estimated Longitudinal Rate
1987-88	6.70%	6.70%	34.03%
1988-89	6.05%	6.05%	31.25%
1989-90	5.47%	5.14%	27.16%
1990-91	4.89%	3.93%	21.39%
1991-92	4.31%		23.23%
1992-93	3.73%		20.39%
1993-94	3.15%		17.47%
1994-95	2.57%		14.46%
1995-96	1.99%		11.36%
1996-97	1.41%		8.17%
1997-98	0.85%		5.0% (Goal)

Although the annual dropout rate has been lower than projected, significant energy will be needed to meet the 5% longitudinal rate goal by 1997-98. The goal is specified in statute.

The first *State Plan to Reduce the Dropout Rate* was delivered by the board to the 72nd Texas Legislature in March 1991. That report focused on improving educational practices related to high expectations for all students; teacher and administrator renewal; changing instructional strategies; organizational impediments to high student achievement; and parent and community support.

In June 1992, the board adopted the fourth *Report on Public School Dropouts*. The annual dropout rate for the 1990-91 school year reported in that document was 3.93 percent. That rate is lower than the 4.89 percent rate projected for 1990-91 in the annual dropout rate goals adopted by the board in 1990. The state's annual dropout rate has declined 16 percent per year. As in past years, the highest dropout rate is in the ninth grade.

The dropout rate declined among all ethnic groups. Reasons cited in the report for this decline include:

- better state and local reporting and tracking of dropouts through the Public Education Information Management System (PEIMS);
- increased accountability through the AEIS; and
- implementation of a broad array of dropout prevention and recovery programs, including the in-school GED program.

Future Board Actions

The board's efforts to promote and improve student achievement at all grade levels and among all Texas students have not succeeded in closing gaps in academic performance among the state's demographic and special student populations. White students outperform their African-American and Hispanic peers; economically disadvantaged students do not perform at rates equal to students who are not impoverished; special needs students do not have achievement levels equal to students in the educational mainstream. Board rules to implement grade-level and student policies must focus on achieving and sustaining high levels of academic performance for all students if Texas is to successfully meet the challenges of a dynamic future. In other actions over the next biennium, the board will extend the statewide assessment program to incorporate a broader range of curriculum and measurements, expand its policy initiative to reach early childhood, elementary education, and special education students, and incorporate educational initiatives and legislative action in ways that maintain the state's focus on excellence and equity for all students.

Performance Measures

To measure state-level progress toward achieving Goal 1, Student Learning, in the *Long-Range Plan for Public Education*, the board established the following performance measures:

- the achievement of disadvantaged students compared to other students as measured by the academic excellence indicators; and
- the number of districts coordinating or providing needed services, including child care, health care, or other social services.

ACHIEVEMENT OF DISADVANTAGED STUDENTS COMPARED TO OTHER STUDENTS

This measure focuses on closing the achievement gap between the various demographic groups in the Texas student population. The *Academic Excellence Indicator System 1991-92 State Performance Report*, indicating performance of student groups across the student performance indicators within the AEIS is included as an appendix. The report compares 1991-92 results with data from 1990-91 and shows the board-adopted state standard in parentheses next to the indicator to which it applies.

The TAAS testing program, the foundation of student performance data used in the AEIS, was administered to Texas students in grades 3, 5, 7, 9, and 11 in October 1991. The 1991-92 state AEIS report indicates the percent of students passing and the percent mastering the reading, writing and mathematics sections of the TAAS test at each grade level, disaggregated by a number of categories, including ethnicity, race, gender, and economic status. These figures are compared to performance, disaggregated in the same fashion, for the prior school year (1990-91). The ensuing discussion compares 1990-91 to 1991-92 performance, compares the performance of economically disadvantaged students with other students, and compares the performance of African-American, Hispanic, and white students.

In the AEIS report, 1991-92 data for students passing each section of the TAAS at each grade level is listed above prior year (1990-91) performance for the same grades. When comparing state-level data for grade and TAAS section performance between the two years, the following must be considered. Given the large number of students in Texas schools taking the TAAS test at each grade level, a slight increase or decrease in the percent of students passing a particular section of the test may be statistically, but not educationally, significant. Fluctuation between tests and grades from one year to the next may not connote any real measure of improved or decreased academic or instructional performance. The challenge to educators is to achieve consistent gains in student performance across administrations of the test over time.

Gaps in academic performance are apparent when analyzing the difference in TAAS scores between student demographic groups. Students who are not identified as economically disadvantaged consistently outperform economically disadvantaged students. This pattern holds for every grade level and on every section of the TAAS test.

Analysis of this performance measure yields other disturbing results. The state standard of performance (90% of all students passing the test sections taken) was exceeded only one time, by one ethnic group, in 1991-92. 92.3 percent of the third grade white students passed the mathematics section of the TAAS test. State performance, which combines all ethnic and economic student groups, never reached the board's standard. Indeed, the statewide percent of students passing the TAAS test showed a general decline across the grades — spiking up only on the writing section between grades 3 and 5 and the reading and writing sections of the test between grades 7 and 9. To reach the board's performance standard of 90 percent of students passing all TAAS sections, educators and policy makers at all levels of public education in Texas must continue to seek innovative ways of reaching students and cultivating their knowledge and skills in preparation for the challenges of the world they will face after high school.

A comparison of the performance of the various ethnic and economic groups yields a picture of significant disparities in performance. In all cases, white students outperform their African-American and Hispanic counterparts. The performance of the three groups is closest on the grade 3 mathematics test. Even here, 16.9 percent more white students (92.3 percent) passed that section of the TAAS than did African-American students (75.4 percent). The disparity between Hispanic and white students was slightly less, with 77.8 percent of Hispanic students passing the mathematics section of the test.

The range in the performance gap increases from grade 3. By grade 11, passing rates on the mathematics section of the TAAS exit test show a 35 percent difference between white and African-American students, with 69 percent of white students passing the test and only 34.1 percent of the African-American students passing. On the exit level mathematics test, 42.2 percent of Hispanic students passed.

TAAS EXIT-LEVEL REMEDIATION EFFORTS

After the October 1991 TAAS administration, nearly 19,000 high school seniors had not yet passed all sections of the exit level examination. To enable school districts to help those students pass the examination in May, the last opportunity they would have to pass the test and still graduate with their peers, the agency launched a special initiative in

January 1992, in cooperation with the regional education service centers (ESC's) and local school districts. School districts were permitted to substitute mathematics or English language arts courses specifically designed to correct weaknesses identified by the exit-level test for some elective credits. TAAS data were analyzed to identify deficiencies in mathematics, reading, and/or writing for individual students. The agency also provided ESCs with additional funding for exit-level TAAS activities; provided an analysis of performance on the writing portion of the test to those schools which had not yet received the information; and helped the centers provide teachers and principals with successful teaching strategies.

As a result of the initiative, almost 58 percent of these students tested in April 1992 passed the TAAS. Almost 1,900 additional students passed the July 1992 examination. Final results for the senior class of 1992 showed that of the original 174,871 students who took the exit-level examination for the first time as juniors in 1990-91, 3,490, or 2.0 percent, could not receive a high school diploma solely due to not passing the TAAS.

DISTRICTS COORDINATING OR PROVIDING NEEDED SERVICES, INCLUDING CHILD CARE, HEALTH CARE, OR OTHER SOCIAL SERVICES

In establishing this measure of performance, the board has challenged local districts to implement the coordinated programs needed for their students to achieve academic and social goals. Coordinated programs of education and social services are components of the school-age pregnancy and parenting programs piloted by the 71st session of the Texas Legislature and subsequently expanded with compensatory education funds; of programs funded by Carl D. Perkins Vocational Education Act funds; and of programs that seek a coordinated approach to service delivery established by House Bill 7, passed by the 72nd session of the Texas Legislature.

SCHOOL-AGE PREGNANCY AND PARENTING PROGRAMS

In the biennium ending in August 1991, there were 51 state school-age pregnancy and parenting programs in districts across the state. By the end of the 1992 fiscal year, 95 of these programs were in operation. In general, a number of support services are implemented by districts to help enrolled students achieve their academic goals. Component services include pre-employment training, counseling by school counselors and social workers, child care and wellness care for program participants, parenting education, transportation, and interagency coordination of services. In many cases, the population served by these programs is eligible for and served by programs funded by the Carl D. Perkins Vocational Education Act.

Programs Funded with the Carl D. Perkins Vocational Education Act:

Adult Vocational Education Programs: District adult vocational education programs funded by the Carl D. Perkins Vocational Education Act are required to describe how the programs, services, and activities for adults are coordinated with relevant programs conducted under the Job Training Partnership Act and the Adult Education Act. Texas Education Agency staff monitor these programs to ensure that coordination efforts succeed with a minimum of service duplication.

Single Parents and Homemakers Programs: During the 1990-91 program year, 9,002 single parents, displaced homemakers and single pregnant women were enrolled in secondary instructional programs provided by school districts. Districts also served an additional 5,534 eligible single parents and homemakers through 57 federally-funded projects sponsored by the Texas Education Agency. Of these programs, 37 were funded in medium- and large-sized school districts, serving 4,715 participants and 20 in small and rural districts, serving 819 participants. Approximately $2.1 million in federal funds were expended during the program year to support programs, services and activities for single parents and homemakers.

During the 1991-92 program year, programs for single parents and homemakers expanded to serve just over 18,000 students. Districts also served an additional 10,592 eligible single parents and homemakers through 102 federally-funded projects sponsored by the Texas Education Agency. Of these programs, 62 were funded in medium- and large-sized districts, serving 9,065 participants and 40 in small and rural districts, serving 1,527 participants.

Each project is required to have an advisory committee that includes representatives from education, business and industry, the Texas Department of Human Services, the Job Training Partnership Act, and the Texas Employment Commission.

Program participants received a variety of vocational education and support services, such as career guidance and counseling, day care for children, transportation, and summer school tuition. Annual performance reports prepared by the Texas Education Agency state that the most needed support services in these programs are transportation and dependent care.

COMMUNITY RESOURCE COORDINATION GROUPS

In 1987, the Texas Legislature mandated the establishment of local interagency staffing groups (referred to as Community Resource Coordination Groups or CRCG's) in response to increasing numbers of children underserved by the state's human services systems. The mandate included the development of a Memorandum of Understanding between the Texas Education Agency and a number of other state agencies.

CRCG's consist of local decision-making staff representing each participating state agency and up to five representatives of the private sector, which may include local agencies serving youth, including programs addressing substance abuse.

The local interagency teams coordinate services to children and youth in need in the local community, pool resources to ensure that the needs of the community's children are met, and develop community-level programs. Any CRCG member can present for consideration any child or youth who is less than 22 years old and has needs that cannot be met without interagency coordination. CRCG's have been implemented in 70 counties. Eighty-five percent of the children in Texas reside in these counties.

GOAL 2 CURRICULUM AND PROGRAMS

A well-balanced and appropriate curriculum will be provided to all students.

Goal Summary

STATE-LEVEL ACTIONS SHOULD STRENGTHEN THE STATE CURRICULUM, PROVIDE INCENTIVES FOR SCHOOLS TO INSTRUCT STUDENTS IN NONTRADITIONAL WAYS, PROMOTE PROGRAMS TO HELP SLOWER LEARNERS, AND REVISE POLICIES AND PROGRAMS FOR STUDENTS WITH SPECIAL NEEDS.

Objectives Stated in the Long-Range Plan

2-1 Strengthen the state core curriculum, especially the areas of language arts, mathematics, science, and social studies.

2-2 Raise promotion and graduation requirements.

2-3 Increase instructional time by a lengthened school day and school year.

2-4 Develop students' citizenship skills, self-esteem, and respect for others.

2-5 Incorporate developmentally appropriate higher-order thinking skills, for example, critical-thinking and problem-solving skills, throughout the curriculum.

2-6 Provide career opportunities through vocational education.

2-7 Provide special education services to meet individual educational needs in the least restrictive environment.

2-8 Provide appropriate language and content-area instruction to limited-English proficient students.

2-9 Provide enriched and advanced curricula for gifted and talented students.

2-10 Encourage healthy lifestyles and meet students' health needs through the curriculum and appropriate programs.

2-11 Implement appropriate and challenging programs for students with multiple learning needs.

2-12 Provide increased emphasis on the role of homework in the instructional process.

State -Level Actions Specified in the Long-Range Plan

1. Review and revise the state curriculum, including the essential elements, subject/course requirements, requirements for promotion and graduation, and other policies and practices. Particular actions will include:
    a. Develop curriculum policies to promote literacy and communications skills so that students can speak well, analyze what they read, and write persuasively.
    b. Restructure the science curriculum to prepare all students to understand and apply scientific concepts and investigative techniques.
    c. Develop strategies for improving students' mathematical competence. Encourage female and minority students to prepare for and excel in mathematics and the sciences.
    d. Promote strategies to help students build creativity, critical-thinking ability, problem-solving skills, citizenship skills, self-esteem, and self-responsibility. Integrate these strategies into the state curriculum, textbooks, and electronic and other instructional materials.
    e. Disseminate guidelines for planning and implementing programs that improve students' lifelong health and increase their environmental awareness.
    f. Encourage the assignment of homework to build students' independent study skills and further their learning.
    g. Revise vocational education courses so they reinforce basic and academic skills, reflect the latest technological developments in business and industry, give information about emerging career opportunities, and reflect regional planning for occupational education and training.
2. Provide incentives for districts to offer nontraditional instruction. Examples include:
    - extended school day or school year;
    - year-round calendar;
    - ungraded curricula at the elementary level;
    - alternative times such as evening classes and different sites such as a library or community center; and
    - restructured middle schools.
3. Revise policies, curricula, and programs for students with special needs in various ways, including:
    a. Emphasize placing children with handicaps in the least restrictive environment.

    b. Monitor remedial and compensatory programs for effectiveness and monitor districts for the number of students who continue to be served by such programs for a prolonged time.

    c. Develop transition programs for students who are not proficient in English so they can move more easily into English classrooms. Issue textbook proclamations that will provide instructional materials for these students.

    d. Increase funds for gifted education to an amount comparable to the funding set aside for other special populations.

4. Provide computer-assisted learning modules, computer networking capability, video disks, courses broadcast by satellite and other technological innovations so that all students have access to a broad and well-balanced curriculum. Promote technology that allows teachers to tailor instruction to students' needs, monitor students' progress, and increase efficiency.

5. Coordinate the elements of the state curriculum, the statewide testing program, textbooks and electronic materials and state-level staff development. Ensure that the curriculum, materials and methods are appropriate to students' needs and abilities at different ages.

Evaluation of State-Level Actions

LEGISLATIVE CONTEXT

Two measures in statute guide the State Board of Education's oversight of the curriculum. The first, found in the *Texas Education Code* Section 21.101, empowers the board to designate the essential elements of a well-balanced curriculum for grades prekindergarten through 12 and to require districts to provide instruction in these elements. Subjects constituting the well-balanced curriculum are listed in Exhibit 2.1. The board has defined the essential elements as the knowledge, skills, and competencies taught by schools and learned by students. Within each of the subjects of the state curriculum, the essential elements list the learning opportunities that will be provided students at each grade level. The rules developed by the board state that all students, regardless of identified need or condition, will be provided instruction in the well-balanced curriculum, with presentation of the essential elements adapted for students with special needs.

The second measure, found in the *Texas Education Code* Section 21.5511, links individual student learning to statewide education goals and directs the board to establish the essential skills and knowledge all students should learn as a result of their progress through Texas public schools. These skills and knowledge may be detailed in the essential elements, but the focus of this section of the law is on the results of educational performance that students should achieve in order for the state to meet its public education goals. The state's goals for public education, found in the *Texas Education Code* Section 2.01, parallel the goals of the *Long-Range Plan for Public Education, 1991-1995*.

EXHIBIT 2.1
Well-Balanced Curriculum
Grades Prekindergarten - Twelve

1. English language arts
2. Other languages, to the extent possible
3. Mathematics
4. Science
5. Health
6. Physical education
7. Fine arts
8. Social studies
9. Economics, with an emphasis on the free enterprise system and its benefits
10. Business Education
11. Vocational education
12. Texas and United States history as individual subjects and in reading courses

The legislature empowered the board to define the state curriculum in the early 1980's. The board has reviewed the curriculum most recently through the susnset process of board rules.

In an August 1991 presentation to the board, the commissioner of education described the territory demarcated by these two measures, stating that the essential elements constitute courses of study that are offered to students rather than a set of outcomes to be demonstrated by them. The essential elements are course-specific: they provide a step-wise sequence of learning opportunities for students enrolling in a particular course. The commissioner told the board that outcomes, on the other hand, are demonstrations of knowledge required of all students: the essential skills and knowledge that propel an outcomes-based system must reflect world-class requirements and standards of equity that assure all students will achieve them. The commissioner mapped out a system that sets expected benchmarks of student performance and uses the essential elements to link curriculum, student assessment, and school accreditation to assure that all Texas students are prepared to meet the challenges they will face upon graduation from high school.

ESSENTIAL ELEMENTS AND TEXTBOOKS

The essential elements are closely tied to the textbook adoption process and the student assessment system. The board is required by Section 12.34 of the *Texas Education Code* to develop a textbook adoption cycle. Textbook adoption occurs in a six-year cycle from proclamation by committee to classroom implementation. In July 1992, the board approved a textbook adoption cycle that included a textbook proclamation of more than $131 million for the fiscal year ending August 1993.

In 1989, 1990, and 1991, the board revised the essential elements to reflect changes in the content of the textbooks recommended for adoption by the advisory committees. In June 1991, the board upended this sequence and increased emphasis on the essential elements by requiring that the essential elements for any subject in the well-balanced curriculum be reviewed and updated prior to the beginning of work by the textbook advisory committees, rather than after the committee recommendations have been approved. This change placed the content of the essential elements at the head of the textbook adoption cycle.

ESSENTIAL ELEMENTS AND ASSESSMENT

The essential elements are the foundation of the specifications in the student assessment program. In August 1991, the commissioner recommended that the board redesign and broaden the assessment program to test in new areas, establish student achievement goals, incorporate performance measures, and expand the scope of student outcomes to better reflect real-world requirements. In April 1992, the board adopted a statewide student assessment program that includes a redesigned TAAS examination and end-of-course tests in selected high school subjects. That program:

- expanded the range of essential elements tested to encompass 11 subject areas;
- set a schedule for phasing in end-of-course tests in selected high school subjects; and
- focused accountability for student assessment on grades 4, 8, and 10.

The subjects and schedule for the new assessment system are listed in Chapter One as Exhibits 1.1 and 1.2.

CURRICULUM REVIEW

Title 19, *Texas Administrative Code* Chapter 75, Curriculum, directs the board to review the essential elements every five years beginning in 1990-91. As a result of that review, the board adopted changes in the curriculum rules in November 1991. The curriculum changes adopted by the board enhance the developmental appropriateness of instruction, integrate activities within and across subject areas; and support skills for lifelong learning.

- **English Language Arts:** Curriculum changes in English language arts emphasize subject integration with all aspects of reading, language, handwriting, spelling, composition, and literature addressed during instruction.
- **Mathematics:** In mathematics, new essential elements emphasize problem-solving skills, provide a foundation of mathematical concepts rather than rote classroom procedures, and call for increased use of calculators and computers as problem-solving tools.

- **Prekindergarten/Kindergarten:** In the curriculum for prekindergarten and kindergarten, the board:
    - placed the essential elements within four developmental domains:
        - social/emotional;
        - intellectual;
        - aesthetic; and
        - physical.
    - integrated curriculum across subjects to better fit the developmental stages of children in these grades.
- **Social Studies:** Board activity related to the state social studies curriculum was advised by the Task Force for the Review and Revision of Social Studies, appointed in June 1991. The task force was charged with reviewing the scope and sequence of social studies essential elements to establish student outcomes and eliminate redundancies and duplications. In a November 1991 report requested by the board's Committee on Students, the task force stated that it had established goals and student outcomes in the social studies and determined a scope and sequence for grades 1 through 12. The task force developed essential elements for grades 1 through 6 and course titles for grades 7 through 12. These revisions reflect a greater multicultural and international focus in social studies.
- **Science:** The board adopted a proposal to restructure the state science curriculum in November 1990. That action was accompanied by a timetable: textbook proclamations for grade 7 science in 1991 and grade 8 science in 1992, with implementation of the new grade 7 curriculum in 1994 and the new grade 8 curriculum in 1995. This action also gave school districts the alternative of remaining with the traditional science courses taught in these grades, life science and earth science. In November 1991, the board approved essential elements for restructured science education in seventh and eighth grades.

    Science I, grade 7, and Science II, grade 8, present a coordinated sequence of earth science, space science, life science, physics, and chemistry. The essential elements for these two courses focus on skills that support lifelong learning such as:

    - manipulating materials and equipment;
    - acquiring and classifying scientific data and information;
    - communicating scientific data and information;
    - inferring, generalizing, and predicting; and
    - formulating and testing hypotheses.

    Content that may be included in the courses is part of the specifications listed in the textbook proclamations. In adopting the restructured science curriculum, the board directed Texas Education Agency staff to develop course guides that provide direction to classroom teachers in determining specific content and level of instruction.

    In September 1992, the board requested two reports evaluating pilot implementation of the restructured science program. One, evaluating the pilot in Fort Worth ISD, compared the restructured program to the traditional science program in four schools, offering the following conclusions:

    - average student scores were significantly better in the restructured science courses; and

    - scores still improved when the analysis controlled for ethnicity and income.

  A second report, comparing restructured to traditional science instruction in 11 classrooms statewide, found differences in both instructional practice and student performance between traditional and restructured science courses. The report recommended enhanced science teacher training to address teaching within a coordinated and thematic science curriculum.

- **Vocational and Applied Technology Education:** The board adopted four components of state vocational and applied technology education policy in October 1991, in response to recommendations made by the Texas Council on Vocational Education in its June 1991 evaluation report. The board's actions sought further incorporation of vocational and applied technology education into such initiatives as core proficiencies, restructuring the school day and year, and results-based education. The four elements included:

    - Developing and implementing a comprehensive career assessment, guidance, and counseling program that reaches all students from grades 6 through 12;

    - Developing and implementing a rigorous core proficiencies program for high school graduates, preparing these students for success in higher education and/or the workplace;

    - Providing greater access to education and training through extended school days and year-round schooling; and

    - Implementing performance standards, such as employment, wages, and preparation for further education and training, that evaluate secondary and post-secondary institutions on post-program outcomes.

EXHIBIT 2.2
Goals for the Improvement of Higher Education in the Master Plan for Vocational and Technical Education
1991 UPDATE

1. Improve statewide communications about the relevance of technical education and training for economic development and successful student outcomes.
2. Provide flexible and timely technical education and training to meet the needs of employers for an employable, skilled work force.
3. Improve and expand technical education and training to ensure successful educational and employment outcomes of the diverse student populations within Texas.
4. Improve the quality of technical education instruction, counseling, management, and leadership, resulting in increased successful student outcomes.
5. Provide support services to Texas communities to help them remain viable and competitive in the international economy of the 1990's.
6. Increase funding and support for technical education and training in Texas resulting in increased successful student outcomes.

The board also approved the 1991 update to the *1987 Master Plan for Vocational and Technical Education* in October 1991. The plan has three parts: secondary education, post-secondary education, and quality work force planning. The update included six goals for post-secondary education which target career adaptability and technological training. The update's goals are listed in Exhibit 2.2.

RAISING ACADEMIC STANDARDS

In June 1991, as part of a review of the state curriculum, the board requested a report from Texas Education Agency staff on eliminating below-grade level high school courses in English language arts, reading, mathematics, and science. As the board worked to incorporate the commissioner's *Plan for Improved Student Achievement Accountability* into education rule, it recognized that the state could not meet its performance standards by offering courses below high school grade level for high school credit. Staff cautioned the board that successful elimination of below-grade level courses depended on the disposition of mandated reading improvement courses, school district flexibility in achieving student outcomes, and the quality and availability of professional development for teachers.

In July 1992, the board approved the emergency adoption of a schedule for phasing out graduation credit for Fundamentals of Mathematics, Consumer Mathematics, Applied Biology, and Introductory Physical Science after the 1992-93 school year and for Pre-algebra after the 1995-96 school year. Exhibit 2.3 presents this schedule. The board also directed the Texas Education Agency to provide districts with professional development on successfully integrating students who had planned to enroll in these classes into grade-level courses.

STUDENT OUTCOME GOALS

The board established an Ad-Hoc Committee on Student Outcome Goals in November 1991. The ad-hoc committee was charged with initiating the process of identifying the competencies expected of high school graduates and exploring objectives in the board's *Long-Range Plan* for integrating real-world competencies and the essential elements. The ad-hoc committee has provided a bridge between the work of the Committee on Student Learning and the board. By law, the board must consult with the Committee on Student Learning prior to establishing the essential skills and knowledge required of Texas students and before adopting rules related to a performance-based assessment system.

EXHIBIT 2.3
Proposed Below-Grade Level Courses Phaseout Schedule
(The school year indicates the last year the courses can be offered for graduation credit.)

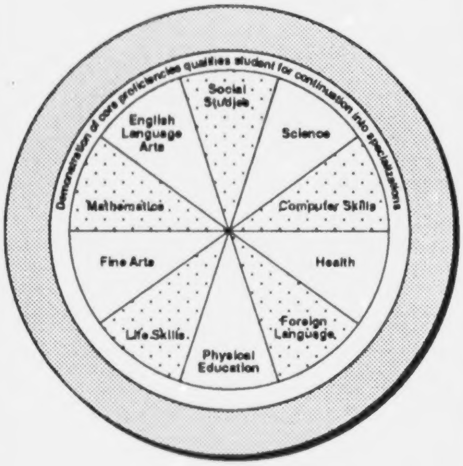
Subject Areas	1991-92	1992-93	1993-94	1994-95	1995-96
English Language Arts	Correlated Language Arts I	Correlated Language Arts II - IV			
Mathematics	Fundamentals of Mathematics Consumer Mathematics				Pre-algebra
Science	Introductory Physical Science	Applied Biology			

Eliminating low-level courses as acceptable graduation credits is another board strategy aimed at raising performance expectations for students.

The ad-hoc committee worked with the State Board of Education Task Force on High School Education to develop recommended core proficiencies for all Texas high school graduates. The proficiencies are defined by a rigorous academic core program and sequences of specialized training. In developing these proficiencies, both the ad-hoc committee and the high school task force emphasized flexibility and demonstrations of mastery through continuous progress within broad fields of study over classroom seat time and other traditional forms of high school organization and instruction. The proficiencies were endorsed by the board in July 1992. They are presented in Exhibit 2.4.

In November 1992, the board approved a statewide process for developing student outcome goals that will drive the system of core proficiencies. The formulation of the goals will be based on input from each region in the state, gathered through 1994. At its completion, the process will yield a framework for developing a results-based curriculum.

EXHIBIT 2.4
Core Proficiencies
Recommended for
All High School Graduates



Time needed to achieve core proficiencies depends on the individual student

The Ad-Hoc Committee on Student Outcome Goals and the High School Education Task Force emphasized flexibility and demonstrations of mastery through continuous progress within broad fields of study.

RESTRUCTURED MIDDLE SCHOOLS

The 1991-92 school year marked a watershed of board activity related to restructuring middle grade education in Texas. In September 1991, the board approved the *Policy Statement on Middle Grade Education and Middle Grade Schools*, which called for middle grade educators to focus on the academic, personal, and social growth of their students. The board's policy development and approval activities were fundamental to the successful application for a Middle Grade School State Policy Initiative Grant from the Carnegie Corporation, which was used to fund a statewide middle school network. That network provides a school-to-school forum for professional development and the exchange of ideas related to more effective education in the early adolescent years.

In May 1991, the board's Ad-Hoc Committee on Middle Grade Education requested greater coordination between the textbook adoption process and research-based findings on best middle grade education practices, recognizing that district efforts to implement the interdisciplinary instructional units suggested in the development of the middle school policy statement might be hampered by curriculum rules and textbook adoption cycles. The commissioner's *Reorganization Plan for the Texas Education Agency*, approved by the board in October 1991, established an Office of Middle School Education. That office is charged with providing leadership in the implementation of the board's middle school policy statement and technical assistance in implementing restructured middle school practices.

ELEMENTARY CURRICULA

In March 1991, the board amended Title 19, *Texas Administrative Code* Chapter 75.195, Alternatives to Social Promotion to allow retention with parental consent in prekindergarten, kindergarten and first grade. In amending this rule, the board stipulated that no student could be retained more than one time in grades prekindergarten through 4 and one time in grades 5 through 12.

In the legislative recommendations approved in January 1991, the board supported the creation of model early childhood programs for four- to eight-year-old children. In May 1991, the board acted to encourage districts to develop mixed-age elementary instructional strategies. The board approved changes to Title 19 *Texas Administrative Code* Chapter 75.141, Descriptions of a Well-Balanced Elementary Curriculum to provide guidance to districts implementing mixed-age and other flexible learning arrangements in grades prekindergarten through 6. The change in the rules encourages districts to use interdisciplinary approaches to instruction in ungraded classrooms by combining two or more subject areas.

CURRICULUM AND PROGRAMS FOR SPECIAL POPULATIONS

In April 1991, the board approved changes to Title 19 *Texas Administrative Code* Chapter 75.4, Special Populations and Programs. The rule directs districts to develop programs for providing students with special needs full opportunity for learning. The programs can include modifications in instructional methods, pacing, or materials. Districts are also directed to maintain procedures for referring identified students to appropriate programs and, to the extent possible, to coordinate and integrate these programs with the total instructional program. The board supported the use of the restructured middle grade education program, articulated in its middle school initiative, as a means for serving these students. Following adoption of the rule, Texas Education Agency staff developed guidelines for providing services to special populations within a variety of broad-based educational methods, including restructured middle grade education programs.

This rule also encourages districts to modify the delivery of instruction for gifted and talented students by accelerating instruction, providing greater depth of instruction, and expanding the essential elements taught in courses for gifted and talented students. In July 1991, the board approved changes in the identification of gifted and talented students and training for educators working with these students. The board action alters *The Texas State Plan and Guidelines for the Education of the Gifted and Talented* and amends Title 19 *Texas Administrative Code* Chapter 89, specifying the areas in which students may show giftedness; providing information on the use of student talent pools as a means of assessing gifted and talented students; and requiring a minimum of 30 hours of professional development for teachers working with these students.

In May 1991, the board approved changes to Title 19 *Texas Administrative Code* Chapter 89, Subchapter A, State Plan for Educating Limited English Proficient Students. The changes extend the program to prekindergarten; permit cooperative bilingual education or English as a Second Language programs; extend eligibility of these students for other compensatory education program; and support the use of developmentally and linguistically appropriate instructional materials for these students.

TECHNOLOGY IN EDUCATION

As a result of board action in November 1990, Texas was the first state in the nation to incorporate the call for electronic instructional media systems into textbook proclamations. Upon recommendation by the board, the 71st Texas Legislature created a technology equipment allotment as part of Tier I funding of the Foundation School Program.

The board has provided leadership across a wide range of technology initiatives as detailed in its *Progress Report on the Long-Range Plan for Technology*, published in May 1991. The long-range technology plan, first adopted by the board in 1988, addresses hardware, courseware, and training components.

The board requested an update on technology initiatives from Texas Education Agency staff in November 1991. That report cited two major initiatives, TENET and T-STAR, as key components of a statewide technology system that uses electronic media to both deliver instruction and prepare students for technology-rich working environments. TENET is a dial-access electronic network service that provides more than 2,000 members access to electronic mail and bulletin board services, wire services from news organizations, and gateway services to databases and information networks around the country. T-STAR, the Texas State Telecommunications Access Resource, is an integrated telecommunications service delivering two-way audio, one-way video, and full data service. Next steps cited in the update report include expanding training, increasing the number of districts using the services, and making more information services available through these technologies.

RESTRUCTURING THE SCHOOL YEAR

The board has provided districts with the flexibility to design and implement nontraditional education programs by emphasizing policy goals and recommendations rather than requirements of rule. It has established an incubator for new opportunities in education with such measures as the Innovative Education Grants Program, waivers, the sunset review of administrative rules, and grade-level policy statements that urge districts and campuses to set local goals to meet local needs. Board recommendations to the legislature have supported restructuring the school year, with a call for creating a set of financial incentives for the implementation of year-round education programs in 1990; extending the school year and day in 1991; and extending the school year to provide compulsory remediation for students needing this service in 1992.

The 71st Texas Legislature established a year-round system of education. In response to this legislation, the board adopted Title 19 of the *Texas Administrative Code* Chapter 61.21 in April 1991. The rule encourages districts to operate year-round programs and charges the commissioner with approving district year-round education plans in April 1991.

Year-round education plans are voluntary. The board, however, is committed to provide smooth implementation of these programs through an ongoing review of rules, administrative policies, and agency guidelines in such matters as attendance, assessment, transportation, food service, participation in University Interscholastic League activities, and professional development. As a result of state board and legislative action, the number of districts offering year-round education programs has increased dramatically.

Future Board Actions

Over the second biennium covered in this *Long-Range Plan*, the board will articulate outcome goals for Texas students, developed through a statewide process that involves educators, policy makers, and the public. It will ensure that the state's curriculum anchors the development and adoption of textbooks used in Texas schools. The board will be challenged to rewrite the essential elements to support a state curriculum that is both well-balanced and results-based. Imbedded in that reworking of the essential elements is the second challenge facing the board: developing a curriculum that is not only results-based, but interdisciplinary and developmentally appropriate. In other actions, they will develop policies for special education students and for vocational and applied technology education over the next two years.

Performance Measures

Three performance measures were defined to gauge progress in implementing the board's goals and objectives in the *Long-Range Plan*:

- promotion and retention rates;
- number of districts and schools that implement nontraditional programs or request waivers and use alternative programs, incuding extended school day or year, restructured middle schools, evening programs, and off-campus programs; and
- rate of drug and alcohol abuse by school-age children.

PROMOTION AND RETENTION RATES

The 72nd Texas Legislature directed the Texas Education Agency to collect grade retention information, beginning with the 1991-92 school year. Grade retention information was reported in the Public Education Information Management System for the first time in the fall of 1992. That information will be included in the 1992-93 Academic Excellence Indicator System Performance Report.

Preliminary retention data available at publication of this report indicate that approximately 2.5 percent of all 1991-92 students in grades kindergarten through 8 did not advance to the next grade.

This data provides a picture of just one year; the cumulative effects of grade retention can be approximated through analysis of the student data base for overage students. Students are considered overage if their birth date occurs prior to September 1 of the year appropriate for their grade cohort. Exhibit 2.5 illustrates the percentage of 1991-92 non-special education students in each grade who are overage by one or more years. Exhibit 2.6 illustrates the same information for those overage by two or more years. In 1991-92, more than 640,500 students were overage for grade by one or more years, and almost 121,000 were overage by two or more years.

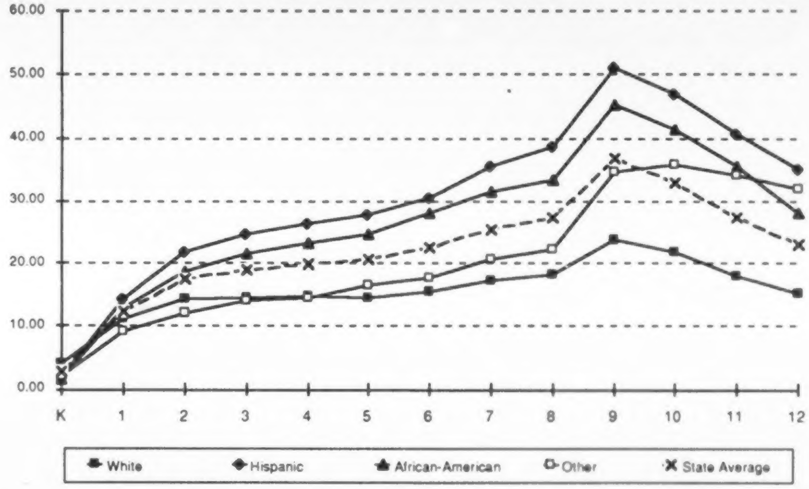
The shapes of the graphs are similar across ethnicity, although the slopes vary in degree. Minority students, particularly Hispanics, are overage in greater percentages than their white classmates. Grades 9 and 10 have the highest incidences of grade retentions. By grade 9, over half of all Hispanics are at least one year overage for grade, and almost 22 percent are two or more years overage for grade. The figures for African American students are only slightly better.

Since 1989-90, the first year that student data were analyzed for the condition of being overage, the percent of overage students in kindergarten and first grade has declined significantly. On a percentage basis, overage students have declined at all elementary grades. However, the percent of students overage in high school has increased.

This high incidence of grade retention threatens the board's goal of academic achievement for all students. Research shows that being retained in one grade increases the probability of dropping out by 40 to 50 percent and being retained two grades increases the probability by 90 percent. The typical retainee is male, poor, and from a minority ethnic group. A student's ethnicity is more predictive of being retained than the percentage of a district's students who are classified as low income.

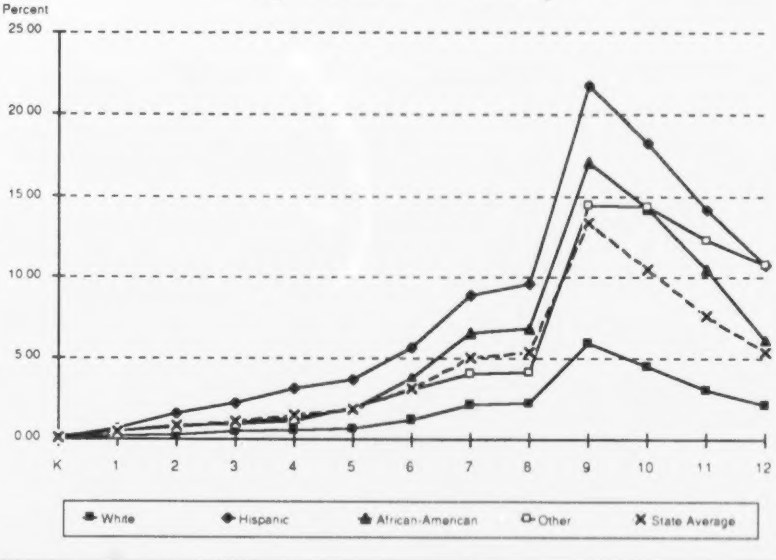
Board rules limit the number of retentions allowed. No student may be retained more than one time in grades prekindergarten

EXHIBIT 2.5
Percent of 1991-92 Students 1 or more Years Overage for Grade by Grade and Ethnicity



In Texas, as in the nation, minority students are more likely to be overage than their white classmates. By grade 9, over half of all Hispanics enrolled are at least one year overage for grade.

EXHIBIT 2.6
Percent of 1991-92 Students 2 or more Years Overage for Grade by Grade and Ethnicity



For students already overage for grade, it appears that grade 9 is the year where most second retentions occur.

Comparison of Exhibits 2.5 and 2.6 indicates that students two or more years overage are leaving the school system at a higher rate than are those overage by one year.

through 4, nor more than one time in grades 5 through 8, except under exceptional circumstances. The rule passed in March 1991 requires parental consent in order for students in prekindergarten and kindergarten to be retained. District transition programs developed for students not considered developmentally ready for first grade are defined as retentions by this rule and, therefore, require parental consent for placement.

Other board action has increased the flexibility for teaching these early grades. Training for early childhood teachers has been strengthened and the board removed the requirement for numerical grading before grade 2. In addition, the board has encouraged mixed-age settings for elementary grades and the development of individualized student plans in its *Policy Statement on High School Education.*

WAIVERS AND RESTRUCTURING EDUCATION

Section 11.273 of the *Texas Education Code* allows districts and campuses to seek waivers of state statutes and rules of the board. The commissioner of education is authorized by law to grant waivers for a period of no more than three years, with an option for extending the waiver if the program shows improved student achievement results. Information regarding the type and number of waivers granted by the commissioner in the 1990-91 and 1991-92 school years will be presented to the board in early 1993.

YEAR-ROUND SCHOOLS

Year-round education programs are increasing at a rapid rate across the state. In the 1990-91 school year, only one school district offered a year-round education program. In 1991-92, the number of districts grew to 22 serving 25,000 students. Forty-five districts, serving 60,000 students on 155 campuses have submitted applications to operate these programs beginning in the fall of 1992.

RESTRUCTURED MIDDLE SCHOOLS

Implementation of the board's *Policy Statement on Middle Grade Education and Middle Grade Schools* has been supported through the Texas Middle School Network, a grass roots technical assistance and professional development initiative funded through a Middle Grade Schools State Policy Initiative Grant from the Carnegie Corporation. The Texas Middle School Network is recognized as one of the leading middle grade restructuring efforts in the nation. It is led by 37 mentor schools, competitively selected for their progress in restructuring their educational programs and their ability to sustain the activities of the network. Since January 1992, more than 500 schools have joined the middle school network. Exhibit 2.7 is a map of the middle school network, showing participation in this initiative across the state.

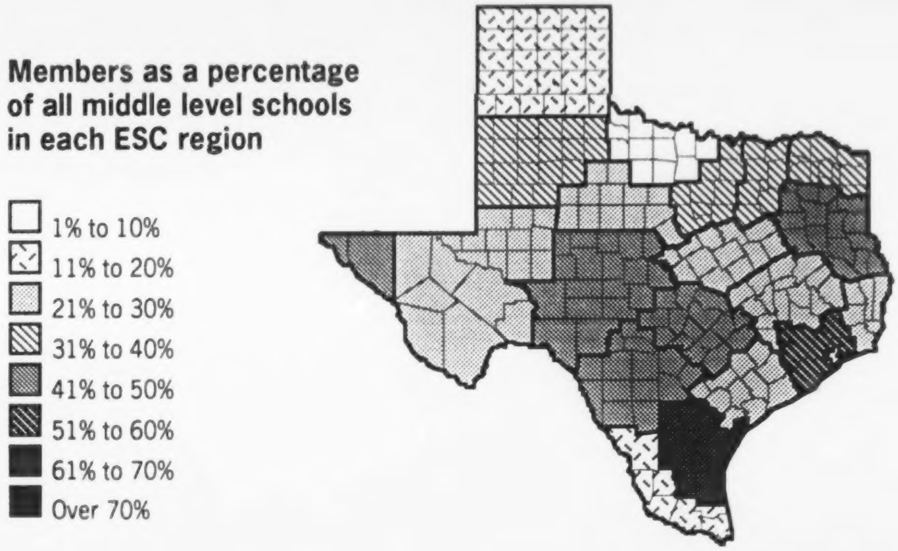
DRUG AND ALCOHOL ABUSE

The Texas Commission on Alcohol and Drug Abuse publishes the *Texas School Survey of Substance Abuse* which assesses the use of alcohol, tobacco, and illicit drugs among Texas students in grades 7 through 12. The most recent survey, published in October 1990, showed a decline in student use of illicit drugs from 1988 to 1990, but an increase in the use of alcohol and tobacco over that same period. Comprehensive information on the years since 1990 has not been published, but selected data have been provided by the commission.

The most-used substance, and the substance showing the greatest increase in use among Texas students, was tobacco. The percent of students who had ever used tobacco increased from 39.3 percent in 1988 to 56.2 percent in 1990. Use over the month before the survey was conducted increased from 16.6 percent in 1988 to 22.9 percent in 1990.

Stimulants were the least frequently used substances and also showed the greatest decline in use among Texas students. The

EXHIBIT 2.7
Texas Middle School Network



35% of all Texas middle level schools were members of the network as of December 1, 1992.

percent of students who had ever used stimulants declined from 17.1 percent in 1988 to 7.2 percent in 1990. Use over the month before the survey was conducted decreased from 5.8 percent in 1988 to 2.1 percent in 1990.

Among the three largest ethnic groups in Texas, the survey found that African Americans had the lowest use of virtually all illicit drugs. This group did, however, show the greatest increase in the percent of students consuming alcohol over the two-year survey period. In fact, the percent of lifetime alcohol prevalence among African American students increased from a state low of 64 percent in 1988 to 83 percent in 1990. The Texas Commission on Alcohol and Drug Abuse reports that this rate, slightly higher than the white student rate of 82 percent and Hispanic student rate of 81 percent, did not decrease between 1990 and 1992. White students were reported to have the highest use of hallucinogens, stimulants, the drug ecstasy, and steroids. Hispanic students were reported to have the highest use of cocaine and marijuana.

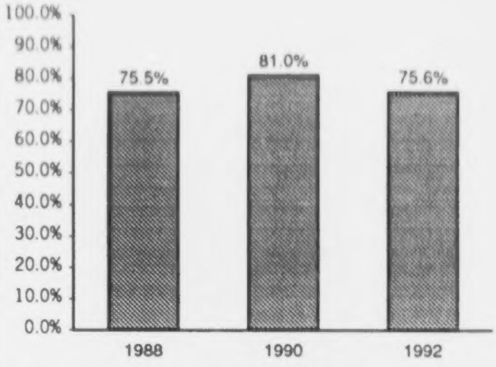
A summary analysis of the survey data by gender indicates that, with a 10 percent increase in alcohol use among female students between 1988 and 1990, males and females were virtually identical in their rates of use of that substance. Females showed greater decreases in use of all illicit substances, with the exceptions of inhalants, stimulants (which showed an equal decrease in both genders), and hallucinogen use (which decreased more rapidly among males).

Exhibit 2.8, *Comparative Data - Texas School Survey of Substance Abuse, 1988-1992*, indicates decreasing rates of alcohol and drug use by Texas students in grades 7 through 12. Alcohol use among students in these grades increased between 1988 and 1990. A 5.4 percent decrease between 1990 and 1992 however, returned the percent of students who have ever used alcohol to 1988 levels. The percent of Texas students using an illicit drug has declined steadily since 1988.

The Texas Education Agency and the Texas Commission on Alcohol and Drug Abuse credit teachers, counselors, and substance abuse education programs as instrumental in decreasing the number of students who experiment with and use alcohol and illicit drugs.

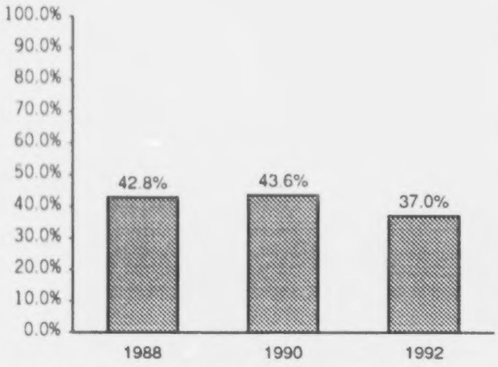
EXHIBIT 2.8
Comparative Data – Texas School Survey of Substance Abuse 1988 – 1992, Grades 7 through 12

% OF TEXAS STUDENTS WHO HAVE EVER USED ALCOHOL



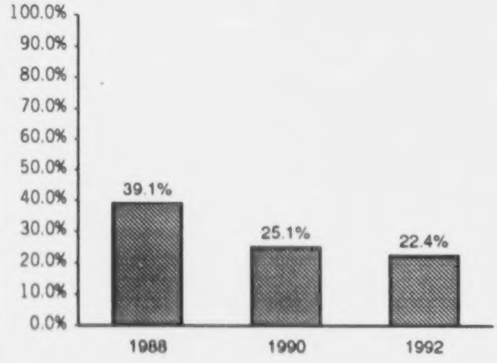
5.4% decrease between 1990 & 1992

% OF TEXAS STUDENTS WHO HAVE USED ALCOHOL IN THE PAST MONTH



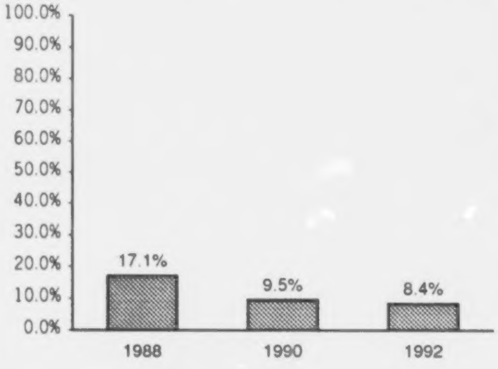
6.6% decrease between 1990 & 1992

% OF TEXAS STUDENTS WHO HAVE EVER USED AN ILLICIT DRUG



2.7% decrease between 1990 & 1992

% OF TEXAS STUDENTS WHO HAVE USED AN ILLICIT DRUG IN THE PAST MONTH



1.1% decrease between 1990 & 1992

A point of underlying concern should be raised in the analysis of the comparative survey data, however. There is a gap in decreasing rates of substance abuse among Texas students when compared across ethnic groups. African American students in grades 7 through 12 are now estimated to have the highest lifetime prevalence rates of alcohol use. In addition, while student use of illicit drugs has generally decreased in Texas, Hispanic use of these substances has decreased at a less rapid rate than white students' use. These data, along with data that indicate that Texas minority students generally have lower rates of academic achievement and higher dropout rates, raise serious concern not only about academic performance, but about social engagement as well.

Legislative Recommendations

The State Board of Education has developed a number of recommendations for the 73rd Texas Legislature to empower campuses to build programs that provide improved student achievement and school safety. They include:

- **Redefining the Compulsory Attendance Law.** This recommendation seeks a change in the compulsory attendance law to require extended year attendance by students who would otherwise be retained. A second aspect of this recommendation seeks to provide a funding mechanism to enable school districts to voluntarily extend school year programs, allowing schools to:
    - earn up to 210 days of ADA for students in grades kindergarten through 8 who are in danger of being retained;
    - allow local flexibility in programming to accommodate accelerated instruction and the use of Saturday, summer, or intercession periods for schools on year-round schedules; and
    - provide developmentally appropriate programming, including the phasing out of early grade retention. The definition of the school year would be changed in the compulsory attendance law.

  The board recommends phasing in the change in the compulsory attendance law, with implementation for grades kindergarten through 4 in 1993-94, and expanding to kindergarten through 8 in 1994-95.

- **Providing Additional Regulatory Relief.** This recommendation seeks to revise the 80-day attendance requirement in Section 21.041 of the *Texas Education Code* to allow the board to set minimum student attendance requirements for each defined attendance period. The board also recommends deleting the prohibition in Section 21.723 of the *Texas Education Code* against allowing student exemptions to final exams to enable local boards of trustees to develop final exam policies to enhance student achievement in their districts.

  Recommendations in this area also have implications for year-round schools. The board seeks a redefinition of the bilingual summer program specified in Section 21.458 of the *Texas Education Code* to allow local boards of trustees in districts operating on a year-round calendar to set a schedule for offering the 120 hours of instruction mandated for these programs that is independent of the summer months. In addition, the board requests flexibility in contract renewal dates for teachers operating under a year-round school calendar.

- **Implement School Safety Initiatives.** This recommendation seeks the full implementation of the recommendations of the School Safety Round Table and includes establishing model programs at regional and other levels to help students expelled from school, students who have dropped out, and students ages 17 to 21 who have five or fewer credits gain skills and knowledge needed to succeed in the real world.

Other recommendations related to safety seek to require a juvenile court to inform districts when a child has committed a drug or violent offense; dedicate a portion of drug forfeiture and seizure proceeds to help prevent gangs and school violence; establish drug-free zones within 1,000 feet of school property; and develop weapons safety programs.

GOAL 3 PERSONNEL

Qualified and effective personnel will be attracted and retained.

Goal Summary

STATE-LEVEL ACTIONS SHOULD HOLD HIGH STANDARDS FOR TEACHERS AND ADMINISTRATORS, INCREASE TEACHER SALARIES AND CAREER LADDER FUNDING, PROVIDE UNIFORM HEALTH BENEFITS TO ALL SCHOOL PERSONNEL, STRENGTHEN TEACHER EDUCATION PROGRAMS, AND INCREASE RECRUITMENT.

Objectives Stated in the Long-Range Plan

3-1 Set standards for the profession and ensure that all personnel demonstrate competence in professional skills.

3-2 Establish extended personnel contracts for increased instructional time and enhanced professional training.

3-3 Ensure adequate and competitive compensation commensurate with responsibilities.

3-4 Provide effective, professional working environments.

3-6 Provide training in alternative methods and techniques of instruction to meet students' varying abilities and learning styles.

3-7 Increase the number of qualified minority teachers and administrators to reflect the ethnic composition of the state.

3-8 Provide a variety of management systems to assist personnel in teaching and managing instruction.

3-9 Review and refine teacher and administrator appraisal policies and procedures.

State-Level Actions Specified in the Long-Range Plan

1. Strengthen programs that prepare teachers and administrators by working with the Texas Higher Education Coordinating Board and by monitoring and evaluating all certification programs. Methods include:
    a. Develop and implement indicators to measure the quality and success of teacher preparation programs.
    b. Establish certification standards and endorsement procedures for middle school teachers, teachers of kindergarten children, and other early childhood education staff.
    c. Review certification standards for principals and other administrators to include training in media and community relations so they can better communicate with the public about their schools' needs and progress.
2. Provide for increased teacher salaries and career ladder funding. Provide for increased staff development and inservice training as well as sabbatical, research, and other developmental leave.
3. Provide uniform statewide health benefits for school personnel.
4. Provide for expanded staff time in schools having a lengthened school day or year.
5. Enhance working environments by supporting technology systems, staff development programs, increased teacher and campus decision making, and improved facilities and security measures.
6. Revise certification standards of teachers and administrators to reflect increased teacher participation in decision making and greater local autonomy.
7. Provide for comprehensive staff development, technical assistance, and inservice programs through the Regional Education Service Centers.
8. Develop strategies to recruit qualified individuals into teaching, administration, counseling, librarianship, and other needed areas. Give priority to eliminating gender and racial inequities in job responsibilities and advancement. Use such recruitment methods as scholarships, tuition waivers, loan forgiveness programs and sabbaticals and collaborate with professional associations in developing a statewide job vacancy network and cooperative recruitment programs.
9. Implement the induction program for beginning teachers through school districts, local cooperative teacher education centers, Regional Education Service Centers, and institutions of higher education.
10. Improve teacher and administrator evaluation systems to enhance classroom instruction. Steps include:
    a. Expand the Texas Teacher Appraisal System, the process used to evaluate a teacher's classroom performance, to include a teacher's ability to teach critical thinking and other high level skills.
    b. Implement the Master Teacher Program for exemplary teachers. Develop criteria and provide training to assure reliable assessment and improved teaching.
    c. Implement a system for evaluating administrators.

Evaluation of State -Level Actions

THE DEMAND FOR TEACHERS

Texas public education is challenged by the mismatch between teacher demand and teacher supply. In July 1991, the board requested a presentation from Texas Education Agency staff on future directions in teacher education. Conclusions from that presentation indicate that, despite the multiple avenues of teacher education and certification available in Texas, three major impediments to meeting the full demand for teachers continue to exist.

- The number of candidates *attracted to* teacher preparation programs has declined.
- The number of minority candidates *enrolled in* teacher preparation programs declines each year.
- Training opportunities available to prospective teachers in their preparation programs do not reflect the culturally diverse classrooms in which the majority of them will work.

The board seeks to attract and retain qualified education personnel through a number of actions that impact teacher quality and supply. Since 1991, it has acted to enhance the professional status of teachers through recommendations contained in the *Policy Statement on Professional Preparation*; to improve teacher preparation programs through Centers for Professional Development and Technology; and to increase the diversity of the teacher work force through such measures as alternative certification. The board will complete the sunset review of *Texas Administrative Code* rules related to the professional preparation, certification, and development of educators in early 1993.

PROFESSIONAL EDUCATOR PREPARATION

The Texas student population is becoming more diverse each year. In 1991-92, 51 percent of students were from minority ethnic groups and 42 percent were classified as economically disadvantaged. With the number of minority and disadvantaged students increasing at a faster rate than total student growth, the need for well-prepared new and veteran teachers is greater than ever. The board is equally concerned with strengthening initial preparation, or preservice, and expanding continuing education for all educators.

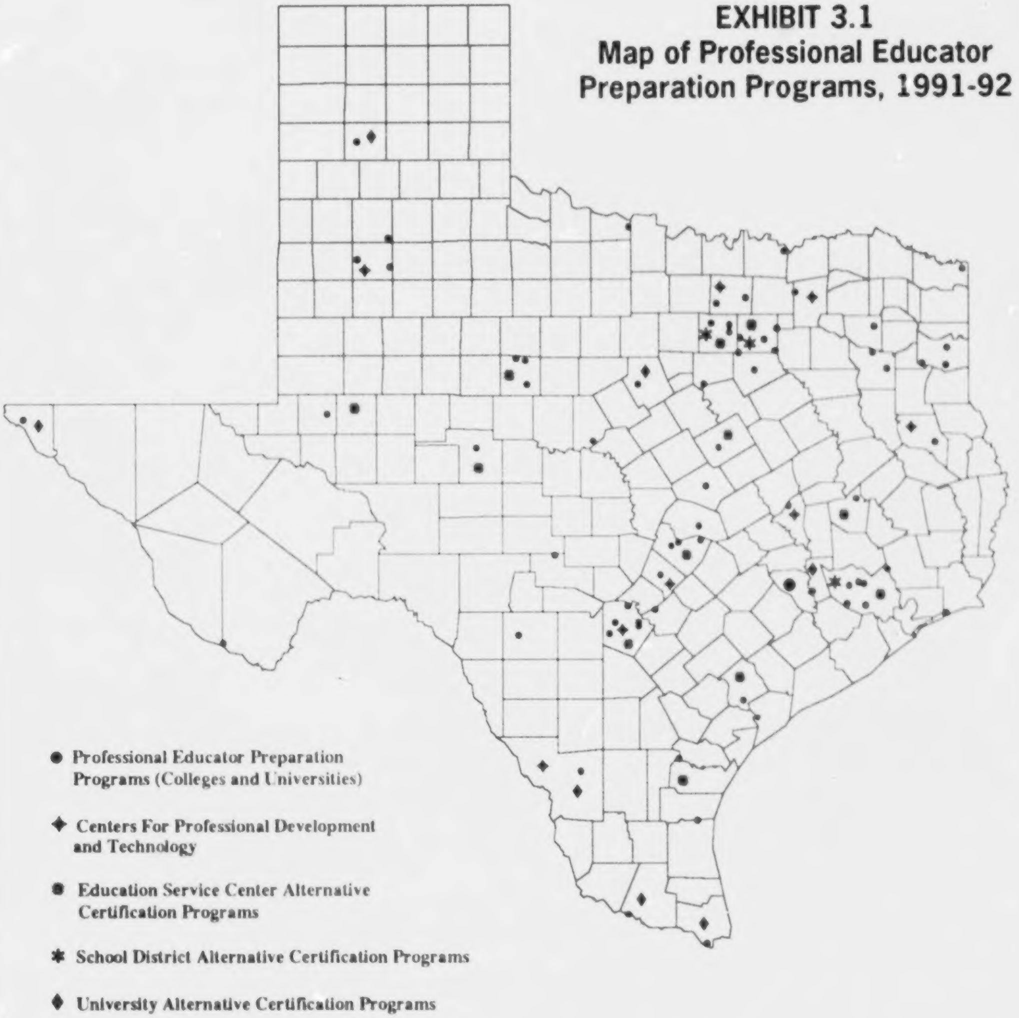
Three routes for initial teacher preparation exist in Texas today. They are:

- completion of one of the 66 approved teacher education programs offered by Texas colleges and universities;
- completion of one of the 22 approved alternative certification programs offered by colleges of education, regional education service centers, or school districts; and
- completion of a teacher preparation program offered by one of the eight Centers for Professional Development and Technology established by the board in 1992.

Exhibit 3.1 maps the locations of all of these preparation programs. Historically, while preparation of teachers has been conducted within colleges and universities, on-going professional development of educators has been the responsibility of school districts.

Preparation programs through colleges and universities now operate under the 1987 *Standards for Teacher Education*. The standards are process-driven, basing program approval on course descriptions, faculty vi-

EXHIBIT 3.1
Map of Professional Educator Preparation Programs, 1991-92


● Professional Educator Preparation Programs (Colleges and Universities)
✦ Centers For Professional Development and Technology
● Education Service Center Alternative Certification Programs
✱ School District Alternative Certification Programs
◆ University Alternative Certification Programs

tae, and semester hours rather than the demonstrated outcomes of graduates from teacher education programs. Alternative certification programs and programs at the Centers for Professional Development and Technology are governed by different standards under other sections of board rule.

In November 1991, the board appointed the Task Force on Professional Preparation and Development to develop a policy and make recommendations concerning teacher and administrator preparation and continuing professional development. The board approved the policy recommendations of the task force in September 1992.

The task force found that the separation of teacher preservice from ongoing professional development has created a division of roles and responsibilities between universities and school districts that has benefited neither teachers nor their students. Policy recommendations in the task force document envision professional preparation and development programs that:

- reflect state-of-the-art teaching and learning practices based on current research;
- respond to current and emerging needs in areas such as technology, the arts, and the affective needs of students;
- provide educators with knowledge and experience to work effectively with students in an ever-expanding diverse culture;
- are field-based and include induction and internship experiences;
- promote concepts and skills for site-based decision making and total quality management;
- include needs assessment, collaborative design and delivery, and evaluation; and
- address the short- and long-range goals of their campus, their district, and the state.

Achieving high standards of professional preparation and ongoing development has been a priority of the board. In January 1991, the board recommended that the legislature establish a statewide, state-funded professional development program. The board has also addressed quality professional preparation and development strategies in its grade-level policy initiatives. In the *Policy Statement on Middle Grade Education and Middle Grade Schools*, the board endorsed programs of professional growth that foster understanding of the unique characteristics and needs of students served in middle grade schools, as well as organizational features and arrangements of these schools that maximize the academic growth and personal and social development of these students. In the *Policy Statement on High School Education*, the board advocates standards of professional growth that establish high school campuses as centers of excellence and advancement of the art of teaching, sustain lifelong learning, and recognize teachers as experts in their fields of study.

With the support ofpolicy initiatives and advice from acknowledged experts, the board plans to develop an outcomes-based approval system for professional preparation programs. The new process is expected to encourage greater collaboration between university faculty and public school educators; establish common standards for preparation programs, irrespective of the route chosen for certification; and redefine relationships and responsibilities.

CENTERS FOR PROFESSIONAL DEVELOPMENT AND TECHNOLOGY

In June 1992, the board approved a new rule, Title 19 *Texas Administrative Code*, Chapter 149, Centers for Professional Development and Technology, which opens a new avenue of professional growth. The purpose of the Centers for Professional Development and Technology is to provide professional preparation and development to educators that integrates technology, research, and innovative teaching practice. The centers, authorized by Section 13.050 of the *Texas Education Code*, were competitively selected through a process developed jointly by the board and the Texas Higher Education Coordinating Board.

Board members characterize the centers as one of the most ambitious initiatives of the board, fostering collaboration and accountability for results across a wide range of teacher preparation models and programs. According to the rule, Centers for Professional Development and Technology will be established in colleges of education through a collaborative process that involves public schools, Regional Education Service Centers, community organizations, and businesses. The centers are required to implement programs and services in school settings that are culturally diverse and to provide programs that enhance student and teacher outcomes by linking student achievement, teacher performance, and campus improvement plans. The rule authorizes the centers:

- to establish field-based teacher education programs designed on the basis of current research on effective teaching practice;
- to establish, in conjunction with a school district, laboratory schools that serve as demonstration sites for technology and effective teaching; and
- to recruit and train teacher candidates, including minority teacher candidates, in subject areas in which teacher demand outpaces supply.

Eight centers were selected to receive full funding. The other 60 funding applicants received seed money to continue planning and development. The board approved funding the centers in September 1992, using professional development funds approved by the legislature. The centers are listed in Exhibit 3.2.

EXHIBIT 3.2
Centers for Professional Development and Technology

East Texas State University
Commerce

Laredo State University
Laredo

Southwest Texas State University
San Marcos

Stephen F. Austin University
Nacogdoches

Texas A & M University
College Station

Texas Tech University
Lubbock

University of North Texas
Denton

University of Texas at San Antonio
San Antonio

Eight sites were approved by the board in 1992 to receive full funding as Centers for Professional Development and Technology.

EXPERT SPEAKER PRESENTATIONS

In anticipation of the sunset review of the professional preparation and development rules scheduled for early 1993, the board requested a presentation from Nicholas Hobar in September 1992 on outcomes-based teacher education and certification programs and standards. Dr. Hobar, president of Workforce 2000, defined outcomes as demonstrations of learning across the range of activities that make up teacher roles, not the names of teaching specializations, content of university courses, or instructional practices. Demonstrations of outcomes of teacher education programs occur on the job, in public school settings that create their own conditions and challenges to teacher effectiveness. By establishing standards of teacher proficiency and success, outcomes not only set standards of classroom performance, they reflect the effectiveness of the curricular designs and delivery systems employed in professional preparation programs.

In October 1992, the board requested a presentation from Ronald Ferguson, a professor of public policy at Harvard University who has studied the impact of resources such as money and personnel on educational quality in Texas schools. Dr. Ferguson found that problems of teacher supply are exacerbated by interdistrict competition over potential candidates. Some districts are in an inherently better position to attract and retain a better and more qualified teacher work force due to their demographics and wealth.

CERTIFICATION

To earn Texas certification as a professional educator, individuals must successfully complete an approval preparation program and pass state-developed examinations. There are provisions for permitting teachers and other education professionals to perform tasks for which they are not fully licensed. Board rules governing certification requirements and permits have been administered at the state level.

The Examination for the Certification of Educators in Texas (ExCET) is a series of content and pedagogy tests developed and approved by the board. Passing rates for the 64 adopted tests vary by test and preparatory institution. The testing program will respond to modifications in expectations for teacher candidates.

All certification and assessment rules will be included in the 1993 sunset review of board rules.

In October 1990, the Texas Performance Review of Texas Education Agency functions and activities conducted by the comptroller of public accounts recommended moving training, coordination, and programming functions in the Texas Education Agency closer to local districts. In October 1991, the board approved the commissioner of education's *Reorganization Plan for the Texas Education Agency*, which included a transfer of agency positions to the 20 Regional Education Service Centers. As part of this reorganization, each service center received funding in January 1992 for one half-time position to provide certification services, including processing regular teaching permits, to districts in their regions.

RECRUITMENT AND RETENTION OF EDUCATORS

In January 1991, the board recommended that the legislature develop methods to increase the number of minority teachers in Texas schools and recruit teacher in critical shortage areas. The 72nd Texas Legislature appropriated funds to provide professional development training. In March and April, 1992, the board approved funding of projects for 1991-92 targeting:

- minority teacher recruitment and training;
- recruitment and training of teachers in critical shortage areas;
- alternative certification programs to address the need for teachers in areas impacted by the restructuring of the military;
- site-based decision-making training;
- training for the Partnership Schools Initiative;
- training to enhance school capacity for instruction and reduce barriers to educational equity; and
- accelerated schools training.

In September 1992, the board approved continuation-year funding for these projects and approved project funding for recruiting high school students into teaching.

The professional preparation and development task force policy statement also emphasizes teacher recruitment and retention, calling for the development of a variety of programs to identify, recruit, prepare, induct, and retain qualified teacher candidates, with particular emphasis on minorities, underrepresented groups, and teacher critical shortage areas.

Since 1986, the state's alternative certification programs have proved to be one of the most successful tools for recruiting these targeted populations into the teaching profession. According to a July 1991 report to the board, more than 1,200 minority candidates entered the profession through these programs between 1989 and 1990.

Central to the ability of Texas public schools to attract and retain qualified educators are the salaries and benefits offered to teachers, administrators, and support staff over the course of their careers. The board's 1990 package of legislative recommendations included a call for provision of health and life insurance for public school employees. House Bill 2885, passed by the 72nd Texas Legislature, amended the Texas Employees Group Insurance Benefits Act (Article 3.50-2, Vernon's *Texas Insurance Code*) by adding Section 13C, which paves the way for districts to provide cafeteria-style health and wellness plans for their employees.

The Task Force on Professional Preparation and Development requested the Texas Legislature to declare funding of the Texas public education system the state's highest priority. The task force also advocated increasing the average teacher salary in Texas to the national average by 1995, with a continuing increase to place Texas teacher salaries among the top ten states in the nation by the year 2000. This call for competitive teacher compensation was echoed by the board's Task Force on High School Education, which recommended increasing Texas teacher salaries to at least the national average, with the ultimate goal of raising the average salary of Texas teachers to first in the nation.

EDUCATOR APPRAISAL

The 1993 sunset review will also include rules relating to teacher and administrator appraisal. Appraisal is linked to campus performance and on-going professional growth. Through *Texas Education Code* Section 13.354, performance of campus administrators is tied to campus performance on the state Academic Excellence Indicators and the campus improvement plan. Current board rules forge a stronger link between administrator appraisal and campus performance with the new system of school accreditation. The system, outlined in the commissioner's *Plan for Improved Student Accountability*, ties campus performance on the state's academic indicators to a district's accreditation rating.

Future Board Actions

Redefining the roles and expectations for all players in professional development will be a primary board concern over the second biennium covered by this *Long-Range Plan*. The board has recommended to the legislature strategies to enhance training and professional development opportunities for teachers. As it reviews the rules related to the professional training and development of teachers and administrators in 1993, the board will address outcomes-based standards of professional preparation and training, the incorporation of campus planning and improvement into the professional development process, and standards of professional assessment and growth.

Performance Measures

To measure state-level progress toward achieving Goal 3, Personnel, in the *Long-Range Plan for Public Education*, the board established the following performance measures:

- average teacher salaries;
- teachers' satisfaction with the working environment;
- minority and gender distribution of educators;
- retention rate of beginning teachers; and
- number of teachers on permit.

AVERAGE TEACHER SALARIES

The National Education Association (NEA) reported that Texas ranked 34th in teacher salaries in 1990-91, with an average annual salary of $28,321, 85.5 percent of the national average. Average salaries reported by NEA are not adjusted to improve comparability between states. For 1990-91, the reported top 10 states in average teacher salary were Connecticut, Alaska, New York, California, the District of Columbia, Michigan, Maryland, New Jersey, Massachusetts, and Pennsylvania. These states paid their teachers at least 108.9 percent of the national average.

In the 1991-92 school year, the Texas Education Agency reported that the average teacher salary in Texas increased to $29,041, while the national average salary for teachers increased by 2.6 percent to $34,693. In spite of this salary increase, Texas' relative ranking among the states declined to 35th nationwide. Bringing the average salary of Texas teachers up to the projected national average salary by 1996-97 is one of the board's recommendations to the 73rd Texas Legislature.

LEVEL OF TEACHERS' SATISFACTION WITH THE WORKING ENVIRONMENT

Teacher recruitment and retention is more than a compensation issue; the personal job satisfaction of educators is equally critical. Certainly anecdotal evidence of teacher stress and frustration is in ample supply. In addition to being appropriately trained for the job they are asked to perform, opportunities for greater flexibility in the classroom and having more time to devote to teaching rather than administrative duties can positively affect teacher satisfaction with their profession. The board is cognizant of these incentives as it addresses its personnel rules and issues such as site-based management.

No specific studies of teacher satisfaction have been conducted by the Texas Education Agency. However, analysis of teacher retention of the past five years may yield clues to such an assessment.

RETENTION RATE OF BEGINNING TEACHERS

Many recognize that the first year experience can affect both the length and success of a teaching career. Although some strategies for improving teaching are outside the control of districts and campuses, several are not. District administrators and campus principals are implementing induction and mentor programs to help young teachers as they put their skills into practice. These may take such forms as collaboration with more experienced teachers, principal involvement, and frequent classroom observation. Additional training opportunities targeted at teacher needs have traditionally been the responsibility of the district.

Whether as a result of such professional supports, the general condition of the economy, or both, the percentage of first year teachers returning for a second year has increased each of the last four years. In 1988-89, 72.4 percent returned for a second year; in 1989-90, the figure was 72.6; in 1990-91, it was 76.2; and in 1991-92, it was 78.4. The increases apply to ethnic minorities as well as white teachers.

After five years, it is more difficult to assess a true retention rate. Analysis of Public Education Information Management System data shows that a significant number of teachers do not have a continuous teaching career. Comparing 1991-92 records with 1987-88, 94.7 percent of fifth-year teachers have taught in Texas public schools within the past five years. However, only slightly over half of new teachers in 1987-88 were reported as fifth-year teachers in 1991-92. Since 1987-88 is the first year for which individual staff data are available, additional five-year analyses will be possible as data for 1992-93 and subsequent years become available.

The success of teacher preparation, induction programs, professional supports, and continuing education will affect teacher retention. In national surveys, teachers have cited deficiencies in their own training which affect their success in the classroom. These include having a student teaching experience which has little resemblance to actual job assignment, having inadequate training in content, implementing cooperative and interdisciplinary learning, and teaching higher-order skills. Retention rates should improve as preparation programs respond to these kinds of challenges.

MINORITY AND GENDER DISTRIBUTION OF TEACHERS AND ADMINISTRATORS

In the 1991-92 school year, approximately 33 percent of all staff employed in Texas public schools were minorities: 21.6 percent Hispanic, 11.2 percent African American, and 0.6 percent Asian and Native American.

Among teachers, minorities accounted for 22.6 percent of Texas' 212,578 teachers. Over 77 percent were white, 13.7 percent Hispanic, and 8.5 percent African American. That year, 76.7 percent of the state's 13,367 new teachers were white, 16.3 percent Hispanic, and 6.1 percent African American. Over 75 percent of teachers were female and over half were white females. Exhibit 3.4 disaggregates 1991-92 professional staff by gender and ethnicity.

Teachers are not evenly distributed among districts by ethnicity and gender. Elementary schools have an even larger proportion of female teachers; high schools have more male teachers. Districts in which half of the students are African American or Hispanic have a teaching force that is almost half African American or Hispanic, respectively. The percentage of minority teachers declines quickly as the percentage of minority students decreases. In districts with a 30 to 50 percent Hispanic student population, for example, less than 10 percent of the teachers are Hispanic. Exhibit 3.5 illustrates this distribution.

NUMBER OF TEACHERS ON PERMIT

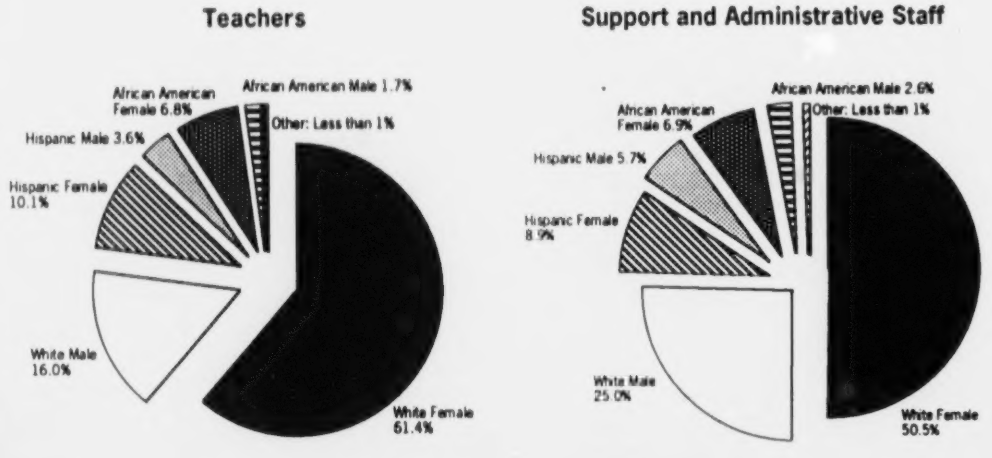
Teachers, counselors, principals and certain administrators who have not yet earned the appropriate certification may be granted one of five types of permits in order to perform their duties. A permit must be acquired for a non-certified person to teach, for a teacher to undertake counseling or administrative duties, or for a teacher to teach out of field. Statewide, 4.1 percent of all Texas teachers

EXHIBIT 3.3
Retention Rates for First Year Teachers: 1988 to 1992

Group	88 / 89	89 / 90	90 / 91	91 / 92
Total	72.4%	72.6%	76.2%	78.4%
Male	69.7%	68.6%	74.8%	75.3%
Female	73.1%	73.7%	76.8%	79.3%
Native American	63.2%	82.4%	33.3%	72.7%
Asian	67.6%	63.9%	63.2%	67.2%
African American	55.4%	49.6%	61.7%	63.0%
Hispanic	64.6%	68.4%	75.4%	78.4%
White	74.9%	75.5%	77.3%	79.6%

First year teachers have increasingly returned for a second year in Texas public schools. This trend generally holds true across ethnic groups and gender.

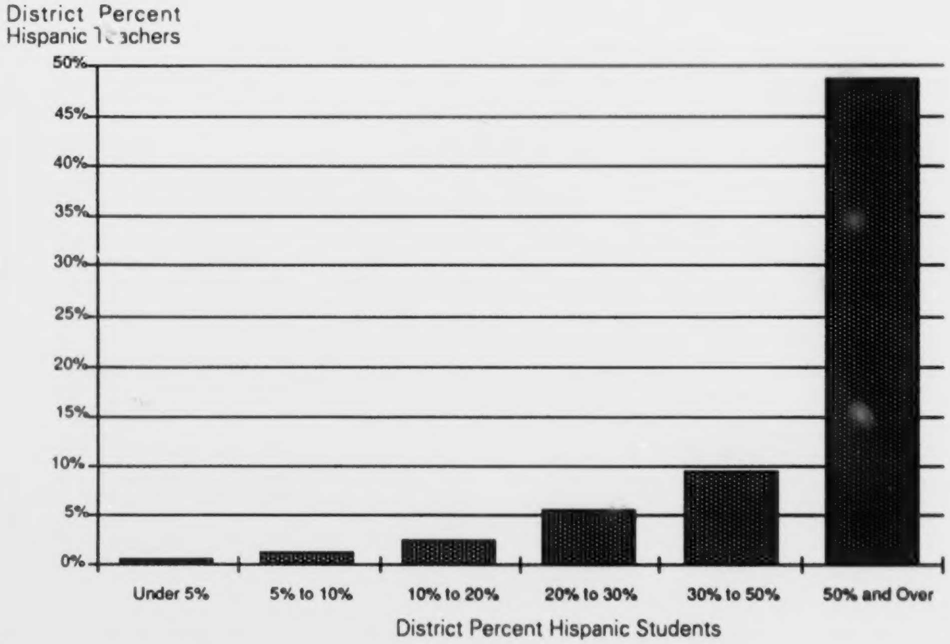
EXHIBIT 3.4
1991-92 Professional Staff by Gender and Ethnicity


Teachers

Support and Administrative Staff

White females comprise the largest subgroup of all teachers and other professional staff.

EXHIBIT 3.5
Comparison of Percent Hispanics: 1991-92 Students and Teachers



Only districts whose Hispanic students comprise under 5% or over 50% of all students employ a Hispanic teaching force reflective of the student body.

EXHIBIT 3.6
1991-92 Secondary Teacher Counts and Incidence of Permits

Subject	Teacher FTEs	Percent with Permits
English Language Arts	26,907	4.8%
Mathematics	15,060	3.8%
Science	12,412	4.9%
Social Studies	12,552	3.7%
Physical Ed. & Health	13,306	4.2%
Foreign Language	3,230	5.2%
Fine Arts	10,731	2.9%
Computer Science	1,614	6.7%
Business Education	2,492	4.9%
Vocational Education	9,108	6.2%

Almost 3,000 secondary teachers assigned to teach the core subjects of English language arts, mathematics, social studies, and science are not fully certified in the assignment field. This number represents 4.4% of those teachers.

held an active permit in 1991-92. This figure has remained relatively stable over the past three years. The content areas with the highest percentage of teachers on permit are computer science, with 6.7 percent, and vocational education, with 6.2 percent. Exhibit 3.6 presents information on secondary level teachers and permits for 1991-92.

Legislative Recommendations

The board has made a number of recommendations to the 73rd Texas Legislature to enhance the professional performance of teachers. Among them are:

1. **Provide time for effective campus-based and focused professional development and staff collaboration.** Extendi teacher contracts to increase professional development time by 5 days per year until a total of 20 days is reached in FY 1997. This increase in professional development time would not decrease the number of instructional days.

   The board recommends that staff participating in professional development activities be compensated at no less than the average daily salary rate for Texas teachers.

2. **Provide appropriate teacher compensations.** Raise the average Texas teacher salary until it meets the projected national average salary in the 1997-98 school year.

3. **Eliminate the career ladder.** Teachers receiving a career ladder level increment would continue to receive a salary stipend until the average salary of teachers in Texas reaches the national average.

   The board endorses a continuing mandate for teacher appraisal, but recommends that districts be given opportunity to apply for alternatives to the current teacher appraisal system.

4. **Develop expertise in campus staff.** Educators should plan, implement, and follow up on their professional development programs.

GOAL 4 ORGANIZATION AND MANAGEMENT

The organization and management of all levels of the educational system will be productive, efficient, and accountable.

Goal Summary

STATE-LEVEL ACTIONS SHOULD PROVIDE LEADERSHIP TO THE EDUCATIONAL PROCESS STATEWIDE, COORDINATE STATE POLICIES, INCREASE LOCAL AUTHORITY FOR MAKING DECISIONS, PROVIDE INCENTIVES FOR DISTRICTS THAT GREATLY IMPROVE STUDENT PERFORMANCE, AND ACCREDIT SCHOOLS BASED ON PERFORMANCE.

Objectives Stated in the Long-Range Plan

4-1 Review and redefine the responsibilities of the State Board of Education, the Texas Education Agency, and Regional Education Service Centers, and reorganize to ensure efficient and effective leadership and management.

4-2 Implement performance-based accreditation linked to effective schools research and attend, on a priority basis, to those districts most in need of technical assistance.

4-3 Provide an efficient and effective system to ensure compliance with rule and law.

4-4 Ensure that the training of school board members strengthens their abilities to provide policy direction to the educational process.

4-5 Coordinate statewide and local educational planning.

4-6 Implement the Public Education Information Management System.

4-7 Strengthen coordination among the Texas Education Agency and other state agencies, colleges and universities, employment training programs, and the private sector.

4-8 Enhance local responsibility for quality educational programs.

4-9 Implement methods to improve the ability of small districts to use funds efficiently and to deliver a well-balanced curriculum of high quality to all students.

4-10 Provide services at the state level to ensure effective management of the public education system.

4-11 Implement site-based management and other systems to support campus decision-making.

4-12 Strengthen coordination among the Central Education Agency, the Legislative Budget Board, and the Educational Economic Policy Center.

State -Level Actions Specified in the Long-Range Plan

1. Provide efficient and effective leadership to the educational process statewide.

2. Delineate the roles and responsibilities of the State Board of Education, the Texas Education Agency, and Regional Education Service Centers.

3. Implement a performance-based accreditation system. In this system, the state grants accreditation to districts according to known traits of effective schools. The focus is on student outcomes, not process, and on quality and equity. Implementation steps include:

    a. Review district and school performance as shown by student test scores, graduation rate, attendance, and other factors. Make on-site accreditation visits as necessary.

    b. Establish a five-level accreditation system, with levels ranging from "exemplary" to "academically unaccredited."

    c. Develop levels of monitoring and sanctions that will vary according to a district's performance and accreditation level. In other words, high-performing districts will have less state regulation than low-performing districts.

    d. Assess the effectiveness of the performance-based accreditation system in improving schools and modify procedures accordingly.

4. Review and revise monitoring procedures to ensure that districts and schools comply with state and federal law and regulations and that they offer effective programs. Procedures will emphasize the following actions:

    a. Improve allocation of state and federal funds to eligible recipients.

    b. Improve coordination of private and public educational programs.

    c. Monitor district compliance with state standards through a computer-based performance indicator system.

5. Revise school board member training requirements. Adapt training so that long-term members, for example, receive advanced training on specific topics.

6. Implement this *Long-Range Plan*. Every two years evaluate and revise action to reflect redefined institutional roles and research findings on improved performance and efficiency. Implementation includes:

   a. Derive legislative requests, budgets, and policies from the *Long-Range Plan*.

   b. Support state, regional, and local efforts to meet the goals and objectives of the *Long-Range Plan*.

7. Collect and analyze data from school districts through the Public Education Information Management System (PEIMS). Achieve annual gains in data quality, reliability, and timeliness. Steps include:

   a. Add statewide student identification, student attendance, course schedules, demographic information, enrollment, special programs, facilities updates, standardized test data, and other quality performance indicators to the PEIMS data base.

   b. Incorporate other data sets, such as annual performance indicator data, the annual performance report, and relevant higher education test data into the PEIMS integrated data base.

   c. Evaluate the effects of PEIMS on agency, district, and other state users of public school information.

   d. Improve data editing, data delivery, training, communications, and other services to provide local districts assistance in the PEIMS process.

8. Coordinate statewide policy development and implementation among state agencies, the legislature, and institutions of higher education. Coordinate statewide program planning through interagency coordinating councils, statewide record keeping, and other cooperation and information sharing.

9. Expand local authority for making decisions and setting policies. Aspects include:

   a. Review all existing rules of the State Board of Education and revise or eliminate those rules that hamper local authority.

   b. Review and revise standards to reflect increased school and district authority.

   c. Encourage districts to apply for waivers and to develop alternatives to rules and procedures that will yield improved student performance and administrative efficiency.

   d. Provide monetary incentives to districts that have either successfully implemented innovative programs or have significantly improved student performance.

10. Implement methods to improve the quality of curriculum and services in smaller districts. Methods include:

    - Cooperatives;
    - Telecommunications;
    - Regional planning;
    - Assistance from Regional Education Service Centers;
    - Consolidation.

11. Expand effective management services. Methods include:

    a. Conduct an annual review of districts' applications for funds to eliminate nonessential information. Coordinate and consolidate agency requests for data to reduce paperwork burdens on districts.

b. Enhance the management audit process and revise school district audit procedures to include data required by the performance indicator system and management audit elements.

c. Redesign the accounting system used by school districts to accommodate automation, to provide accountability with appropriate local flexibility, and to ensure availability of financial information.

d. Automate methods of collecting data. Provide uniform data definitions and specify uniform software to improve the reliability of information and facilitate its collection.

e. Provide capabilities for financial modeling and simulations to assist school districts and the legislature.

f. Implement automated fund flow systems including electronic data collection, software for local applications, and hardware and software for processing.

Evaluation of State-Level Actions

LEGISLATIVE CONTEXT

The State Board of Education, the commissioner of education, and the Texas Education Agency comprise the Central Education Agency. The roles and responsibilities of the units within the Central Education Agency have been the subject of a great deal of state and local review. In October 1990, the Texas comptroller of public accounts released *Breaking the Mold*, a report from the Texas Performance Review of the activities and functions of state government agencies. The comptroller's report made specific recommendations to restructure the Central Education Agency, based on such state and national trends as deregulation, transfer of authority for program implementation to the local level, and a greater emphasis on state agency leadership through service rather than control. The recommendations made in *Breaking the Mold* are listed below.

- Restructure the delivery of education services to better support a local approach to educational programming and quality, with a delegation of responsibilities from the Texas Education Agency to the Regional Education Service Centers.
- Establish priority goals within the State Board of Education's *Long-Range Plan for Public Education*.
- Transfer non-TEA functions to other agencies.

The recommendations from the comptroller's report were incorporated into legislation passed by the 72nd Texas Legislature. House Bill 1, passed in the First Called Session, required that a new organizational structure of the Texas Education Agency be implemented by January 1, 1992. The legislation directed that the new organization reduce the number of operating units within the agency, streamline decision-making, use a system of management accountability, and provide for consolidation of existing functions from administrative services, policy development activities, and educational support.

A number of other bills passed by the 71st and 72nd legislatures altered the powers and duties of the board and the commissioner. Senate Bill 1, 71st Texas Legislature, Sixth Called Session; Senate Bill 351, 72nd Texas Legislature; and House Bill 2885, 72nd Texas Legislature, First Called Session, transferred authority from the board to the commissioner in several areas, including approving annual program and operating budgets, approving waivers and exemptions, and revoking a school district's accreditation. House Bill 2885 transferred the selection of schools recognized and awarded through the Texas Successful Schools Awards System from the Governor's Office to the commissioner.

Educational Leadership

ROLES OF THE BOARD AND COMMISSIONER

In October 1991, board members reviewed the roles and responsibilities of the board and the commissioner. The board's role was identified as exercising leadership and policy direction for public education, making legislative recommendations, and adopting rules to clarify legislative action and intent. The role of the commissioner included adopting and administering the Texas Education Agency's program and operating budgets after board review, raising student achievement, administering programs and monitoring compliance with board rules, and recommending policies, rules, and regulations.

The board has been active in areas of policy development and educational leadership, adopting a policy cycle in November 1991.

Collaboration has been at the center of each of these policy efforts; task forces made up of board members, educators, parents, and representatives of professional organizations and state agencies developed each of the policy statements. The policies emphasize educational outcomes over routines and processes and encourage districts and schools to develop and implement programs that reflect policy goals and address local conditions.

The board adopted:

- the *Policy Statement on Middle Grade Education and Middle Grade Schools* in September 1991;
- the *Policy Statement on High School Education* in July 1992;
- a policy for professional educator development in October 1992; and
- a state plan for gathering information on student outcome goals in November 1992.

The board's Committee on Students was assigned the task of defining the board's responsibilities for vocational education, with the goal of working with other state agencies toward a coordinated vocational system.

Roles of the State Board of Education

Board members characterize their role as providing visibility and access to the education policy making process. In fulfilling this role, the board:

- **Advocates for children;**
- **Builds consensus regarding education in Texas;**
- **Reports on the progress of education in our state;**
- **Seeks to increase student achievement;**
- **Fine-tunes legislation;**
- **Provides a forum for public testimony;**
- **Adopts rules to implement education policies and initiatives; and**
- **Acts a a liaison between educators, parents, and state leaders.**

REORGANIZATION OF THE TEXAS EDUCATION AGENCY

In October 1991, the board approved the commissioner's *Reorganization Plan for the Texas Education Agency*. The reorganization plan, developed by the commissioner and an eight-member advisory committee of business professionals and educators, fulfilled the requirements of House Bill 1 and, responding to the recommendations of the comptroller's report, sought to transfer functions closer to school districts.

In January 1992, the board approved amendments to Title 19 *Texas Administrative Code* Chapter 53, Regional Education Service Centers, to move selected functions closer to school districts. The amendments approved by the board give the commissioner greater authority to direct the focus of service center activities in three areas. The rule directs:

- the commissioner to select the executive directors of the Regional Education Service Centers;
- the executive directors to be held accountable to the commissioner through annual performance reviews; and
- annual service center operating budgets to be approved by the commissioner before expenditures can be made.

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Broad-Based Participation in Policy

Participation of representatives of state agencies, the legislature, institutions of higher education, and professional associations has been a salient feature of the board's policy development process. In particular, the board's middle grade school initiative was developed in close cooperation among policy makers, educators, and professionals at the state and local level. One result of this collaboration is that both Texas A&M University and the University of Houston at Clear Lake have incorporated elements of the board's *Policy Statement on Middle School Education* into their preparation and development programs.

In June 1991, the board requested a presentation on the activities in support of the middle school initiative at Texas A&M University. Jane Stallings, dean of the College of Education at Texas A&M, described efforts to incorporate principles of professional development and research on effective middle grade education at a campus in a district working closely with the university. This interaction of board policy, site demonstration, current research, and professional development is a cornerstone of the Center of Professional Development and Technology at Texas A&M, which was approved by the board in September 1992.

In April 1992, the board requested a presentation on professional preparation activities related to the middle grade school initiative at the University of Houston at Clear Lake. The university is working with local school districts to develop courses in the College of Education that draw upon current middle grade education research and reflect the board's policy initiative.

LONG-RANGE PLAN FOR PUBLIC EDUCATION

As it has implemented the *Long-Range Plan* in the 1990 - 1992 biennium, the board has emphasized student achievement and accountability issues echoed in Goal 1, Student Learning, and Goal 4, Organization and Management. Through a number of actions to implement and support the commissioner's *Plan for Improved Student Achievement Accountability*, the board has taken action to:

- raise expectations and support high levels of student achievement through improvement in the statewide assessment system and amendment or abolition of rules hindering student performance;
- strengthen district accountability for student outcomes through a restructured accreditation system; and
- measure student progress and institutional accountability through the Academic Excellence Indicator System.

The board has also given high priority to the objectives in Goal 3, Personnel, establishing Centers for Professional Development and Technology, approving policy recommendations on professional educator preparation and development, funding professional development programs, and laying the foundation for a results-based review of the rules related to the preparation, performance, and continuing education of teachers and administrators.

PERFORMANCE-BASED ACCREDITATION

The board is directed to adopt rules for a school district accreditation system in Section 21.753 of the *Texas Education Code*. School districts can earn a rating of exemplary, recognized, accredited, accredited advised, and academically unaccredited.

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As part of the *Plan for Improved Student Achievement Accountability*, the commissioner presented recommendations to the board on the criteria and process to be used in the restructured accreditation system.

The commissioner recommended focusing the accreditation system on student performance outcomes rather than state-mandated instructional and administrative procedures. The Academic Excellence Indicator System (AEIS) and other results-based information that indicate the success of districts and campuses in achieving the educational outcomes and state performance standards is emphasized in this system over compliance with procedures. Exhibit 4.1 illustrates a flow chart of the accreditation process. The commissioner recommended that the accreditation process follow four steps:

- Conduct an annual desk audit of criteria gathered through the Academic Excellence Indicator System, compliance visits, and performance reports;
- Establish a preliminary accreditation rating, based on the desk audit, of accredited, accredited advised, or unaccredited;
- Conduct an on-site investigation, which is optional for accredited districts seeking a higher rating of exemplary or recognized and mandatory for districts rated as accredited advised or unaccredited; and
- Finalize an accreditation rating, leading to the following actions:
    - Publically acknowledge ratings of *exemplary* or *recognized*;
    - Take no further action for ratings of *accredited*;
    - Intervene and provide technical assistance for ratings of *accredited advised* or *unaccredited*.

As part of the sunset review of Title 19 of the *Texas Administrative Code*, the board's Committee on Personnel completed the review of Chapter 97, Accreditation and Planning, in April 1992. The new rules incorporate legislative requirements and accommodate the recommendations in the *Plan for Improved Student Achievement Accountability* for a restructured accreditation system.

The Texas Education Agency piloted the restructured accreditation system in 16 low-performing school districts during the first half of 1992. The new system was implemented in October 1992.

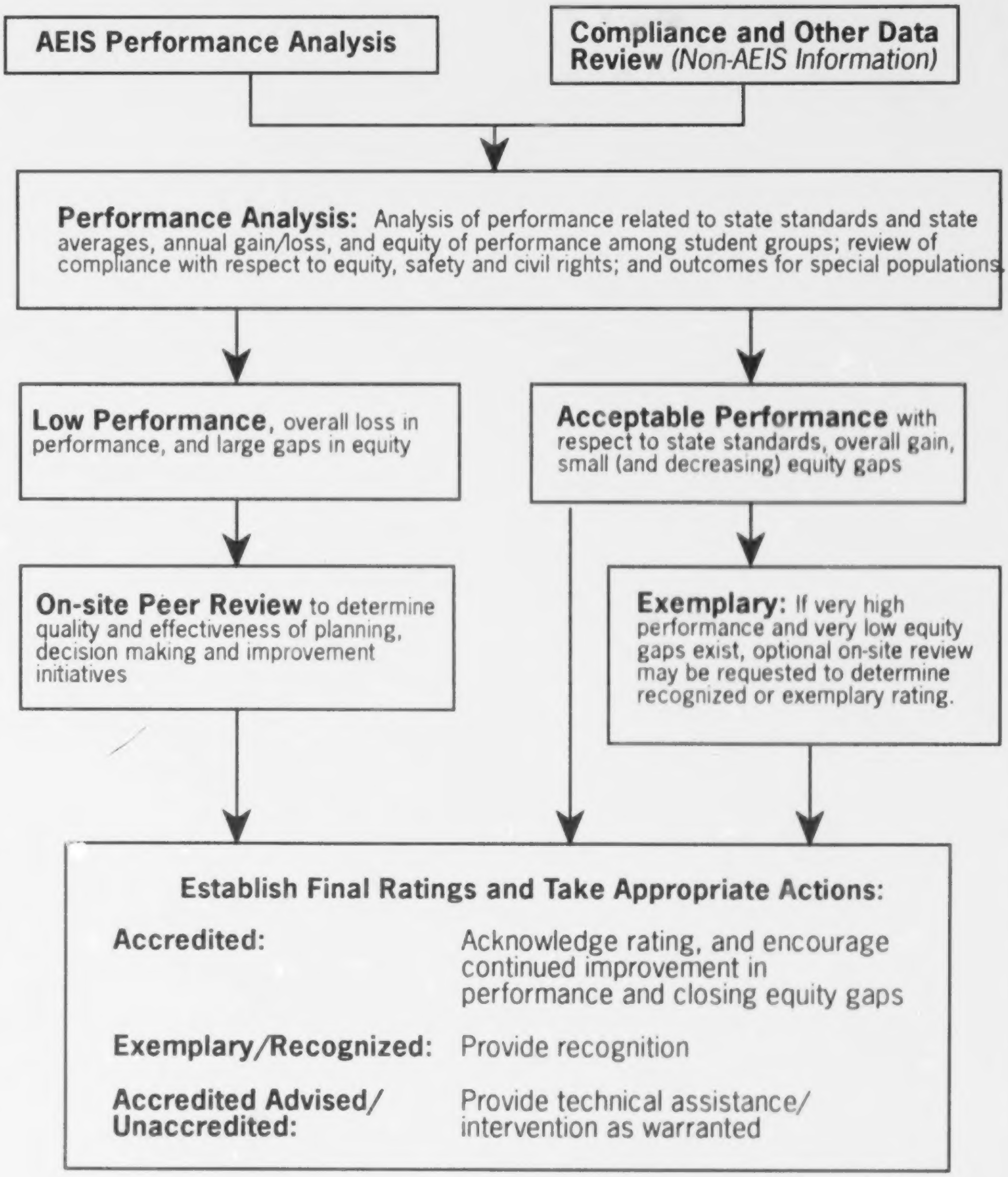
Enhanced Responsibility

SUNSET REVIEW OF EDUCATION RULES

Legislation, board rule, and initiatives from the commissioner have echoed the trend of placing responsibility for delivery of education services closer to districts and campuses. Underlying the process of restructuring education service delivery has been the sunset review of Title 19 of the *Texas Administrative Code*. The sunset review has allowed the board to rapidly incorporate elements of policy and law that strengthen the new relationship between state and local educators. The sunset review is a three-year effort required of the board by Senate Bill 1, passed in the Sixth Called Session of the 71st Texas Legislature. Throughout the sunset process, the board has amended the rules in the code to:

- reduce unnecessary or prescriptive directives;
- provide increased flexibility for meeting rule requirements;
- remove rules that repeat statute and do not impact school district operation;

EXHIBIT 4.1
Revised Accreditation Process



AEIS Performance Analysis

Compliance and Other Data Review *(Non-AEIS Information)*

Performance Analysis: Analysis of performance related to state standards and state averages, annual gain/loss, and equity of performance among student groups; review of compliance with respect to equity, safety and civil rights; and outcomes for special populations.

Low Performance, overall loss in performance, and large gaps in equity

Acceptable Performance with respect to state standards, overall gain, small (and decreasing) equity gaps

On-site Peer Review to determine quality and effectiveness of planning, decision making and improvement initiatives

Exemplary: If very high performance and very low equity gaps exist, optional on-site review may be requested to determine recognized or exemplary rating.

Establish Final Ratings and Take Appropriate Actions:

Accredited:	Acknowledge rating, and encourage continued improvement in performance and closing equity gaps
Exemplary/Recognized:	Provide recognition
Accredited Advised/ Unaccredited:	Provide technical assistance/ intervention as warranted

This accreditation process will focus on student performance rather than on monitoring strict compliance with rules and regulations. The performance of different types of students, as well as overall performance will be examined.

- simplify language to enhance understanding of state expectations; and
- reorganize the code to improve its use.

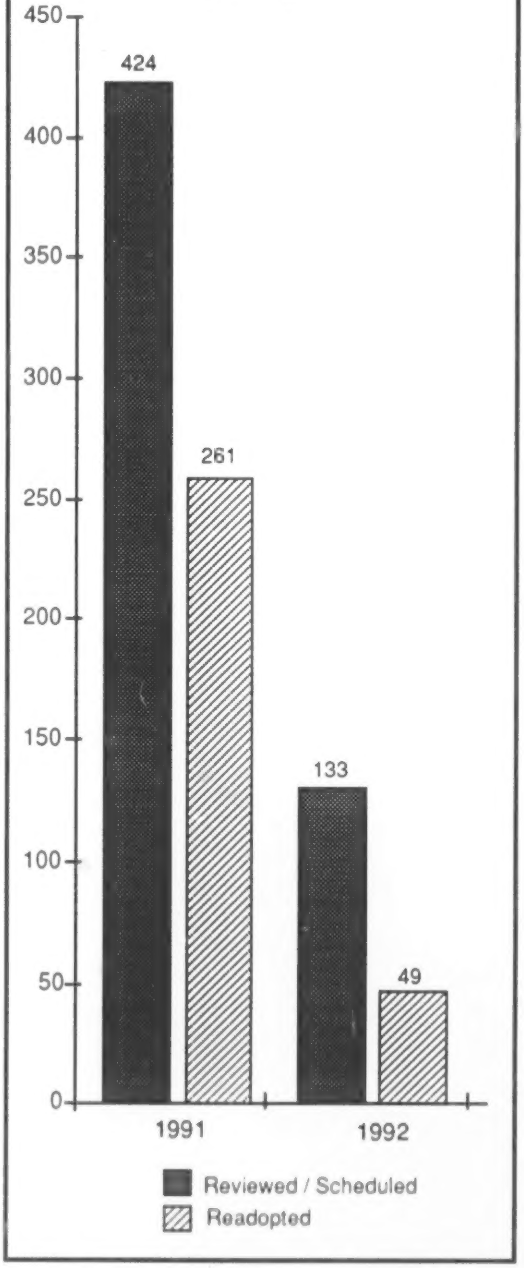
In June 1992, the board requested a status report on the results of the first and second years of the sunset review. Texas Education Agency staff reported that during these years the board has reviewed 557 rules, eliminating 247 of them. This reduction in the number of education rules prescribed by the board is particularly significant because it occurred during a time when the Texas Legislature passed major omnibus education bills n 1989 (Senate Bill 417), 1990 (Senate Bill 1), and 1991 (Senate Bill 351 and House Bill 2885). Exhibit 4.2 charts the sunset review action.

FLEXIBILITY WITH ACCOUNTABILITY

As the state's education system becomes less prescriptive, there is increasing emphasis on student outcomes of education. The restructuring of responsibility for education services has resulted in greater flexibility at the local level. It has also been accompanied by a charge for greater local accountability for school performance and student achievement. The standards to which accountability for student performance are measured are articulated in the Academic Excellence Indicator System (AEIS).

The AEIS is the foundation of the state accreditation system. Each year, the performance of every school in the state is compared to a group of 100 peer schools. District performance is compared to similar districts in the state. Districts are required by board rule to make their annual AEIS reports public. Annual school performance, as reported in the AEIS, is used in local appraisal of school principals. The board anticipates a broadening role for the AEIS as a resource for school improvement, extending from reporting requirements and accreditation to campus performance recognition, compliance assurance, technical assistance, and policy development.

EXHIBIT 4.2
Sunset Review of State Board of Education Rules
Yearly Comparison



During the first two years of sunset review, the board eliminated 247 rules, or 44 percent of those reconsidered.

SITE-BASED DECISION MAKING

As the board has taken action to move accountability for education to those closest to students, the legislature has directed schools to organize committees for site-based decision making. Legislation passed by the 72nd Texas Legislature required the commissioner to provide training in site-based decision making and districts to submit site-based decision making plans to the commissioner by September 1992. Site-based decision making in Texas is closely tied to the AEIS. According to Section 21.7352 of the *Texas Education Code*, campus decision making committees, made up of the school principal, school staff, parents, and community members must establish performance objectives for each AEIS indicator. In addition to establishing performance objectives, the committees are responsible for school curriculum, budgeting, staffing patterns, and school organization. The decisions made by the campus committees must be approved by local boards of trustees.

In January 1992, the board requested a presentation on the site-based decision making initiative from the commissioner and Texas Education Agency staff. The presentation described the work of the commissioner's State Advisory Committee on Site-Based Decision making and reviewed the *Resource Guide on Site-Based Decision Making and District and Campus Planning*, a training tool developed to assist districts in implementing the site-based process.

WAIVERS

Concomitant with the increased authority provided by site-based decision making and strengthened accountability provided by the AEIS is the use of waivers to enhance school and district flexibility for the delivery of education services. The purpose of these waivers from rules established by the board is to set aside requirements that may inhibit student achievement. The structure of this initiative encourages local identification and proposed solutions to problems of student performance. As part of the sunset process, the board approved changes to Title 19 of the *Texas Administrative Code* Chapter 61, School Districts in April 1991, incorporating legislation that strengthens the commissioner's ability to grant waivers from board rule. The changes enable the commissioner to grant waivers to campuses and/or school districts for a three-year period. If student achievement on the campus or in the district granted the waiver improves, the waiver may be extended.

Waivers and exemptions are central to the Innovative Education Grants Program, a joint initiative of the board and the Education Economic Policy Center (EEPC). Innovative Education Grants Program projects provide waivers from board rule across a broad range of instructional arrangements and programs. Proposals from schools seeking either waivers or grants under the program are competitively selected and schools receiving grants are required to report on the progress made in implementing their project. A report on the 1991-92 Innovative Education Grant Program was submitted to the board in November 1992.

Partnership Schools are part of a state initiative established by the commissioner to improve student achievement. Schools selected to participate in the initiative collaborate with the Texas Education Agency and Regional Education Service Centers to eliminate barriers to high levels of achievement and close the performance gap that exists between different groups in the student population. Since February 1992, 83 campuses have been selected as partnership schools through an intensive screening process developed and implemented through the Regional Education Service Centers. Campuses work with the Texas Education Agency, the service centers, parents, and businesses. All parties have made a three- to five-year commitment of involvement in the initiative.

Planning Coordination and Governance

PLANNING COORDINATION

The board has worked to coordinate state and local educational planning in two broad areas, policy development and the AEIS. The policy development task forces charged by the board to develop policies for its approval publish recommendations for all levels of the education system to achieve the board's policy goals. By reporting school and district performance, the AEIS is designed to assure student achievement and hold educators accountable across a wide range of indicators. The commissioner, in recommending state standards of performance for approval to the board, has requested that the success of Texas Education Agency leadership in raising student achievement, as reflected in state indicators, be held to the same standards as local districts and schools.

The board works closely with the Legislative Education Board (LEB) and the Committee on Student Learning. The LEB is authorized to oversee and review the implementation of legislative education policy, including policy related to fiscal matters, academic expectations, and evaluation of program effectiveness. All actions and proposed actions of the board are reviewed by the LEB. The Committee on Student Learning makes recommendations to the board on a broad range of issues related to student achievement and school support. The relationship between the Legislative Education Board, the Committee on Student Learning, and the State Board of Education is outlined in the chart in Exhibit 4.3.

Coordinating education, health, and social services has been an area of concern of the board. The board received presentations from Richard Ladd, Commissioner of the Health and Human Services Commission, in October 1992, and Burton Raiford, Interim Commissioner of the Texas Department of Human Services, in June 1992. Mr. Ladd discussed service coordination before the board. Mr. Raiford presented information on providing literacy services to welfare recipients.

GOVERNANCE

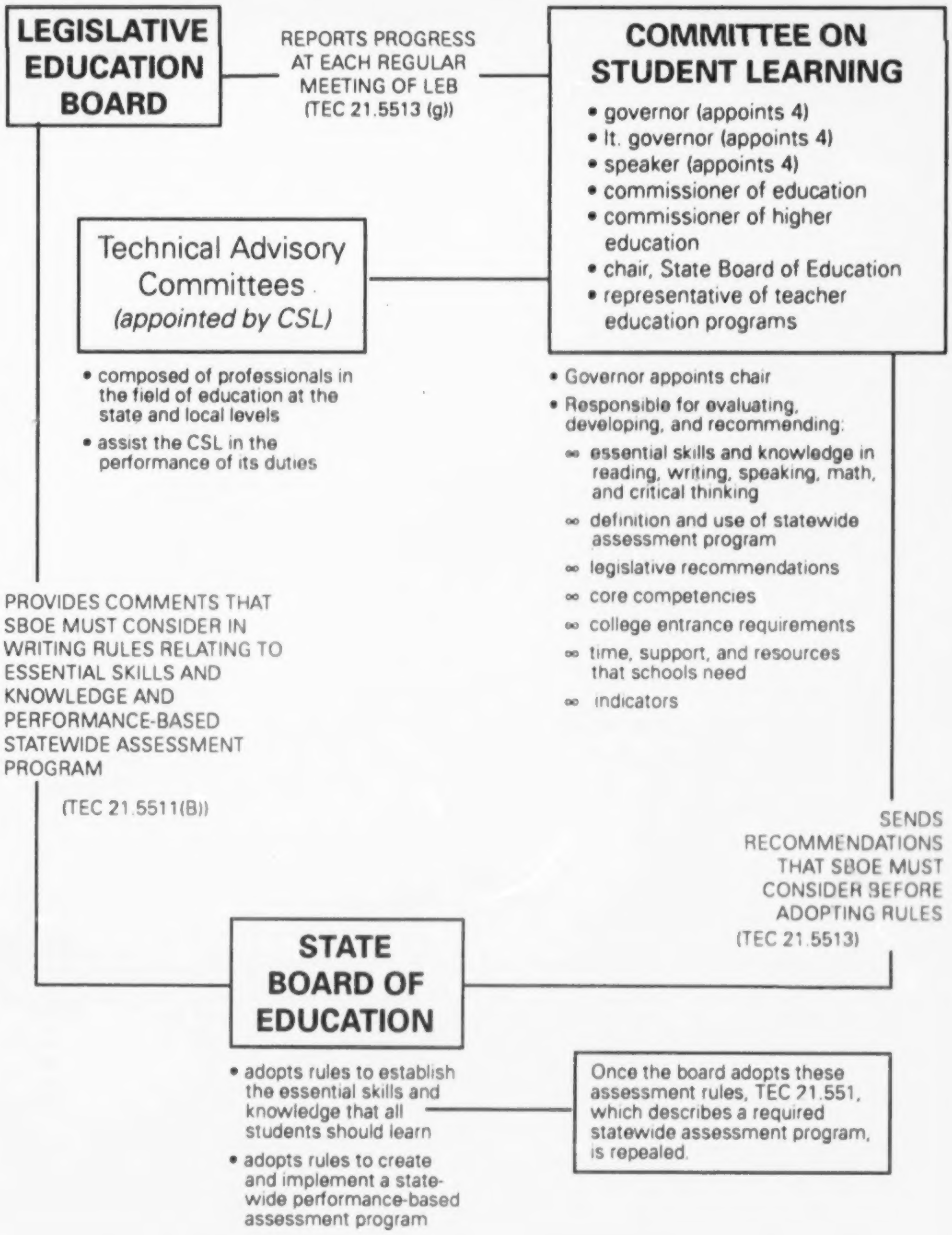
The commissioner's *Reorganization Plan for the Texas Education Agency*, approved by the board in October 1991, restructured the agency to facilitate leadership services and strengthen governance in school districts across the state. To further the goals of the reorganization and improve school governance, the Tripartnership Governance Project was established by the commissioner in May 1992. The project involves the Texas Education Agency, the Texas Association of School Administrators, and the Texas Association of School Boards. The goals of the project, discussed before the board in October 1992, include:

- clarifying the relationship between school district superintendents and board members, as defined by legislation, board rule, and effective practice;
- identifying elements of legislation and rule that inhibit effective practice;
- developing criteria for identifying governance problems that require state intervention;
- recommending procedures for involving superintendents and board members in technical assistance roles; and
- exploring joint legislative initiatives regarding superintendent and board roles.

Project committee members are addressing issues related to the quality of the training that school board members receive.

EXHIBIT 4.3

Relationship Among the Committee on Student Learning, the Legislative Education Board, and the State Board of Education



LEGISLATIVE EDUCATION BOARD

REPORTS PROGRESS AT EACH REGULAR MEETING OF LEB (TEC 21.5513 (g))

COMMITTEE ON STUDENT LEARNING

- governor (appoints 4)
- lt. governor (appoints 4)
- speaker (appoints 4)
- commissioner of education
- commissioner of higher education
- chair, State Board of Education
- representative of teacher education programs

Technical Advisory Committees *(appointed by CSL)*

- composed of professionals in the field of education at the state and local levels
- assist the CSL in the performance of its duties

- Governor appoints chair
- Responsible for evaluating, developing, and recommending:
  - essential skills and knowledge in reading, writing, speaking, math, and critical thinking
  - definition and use of statewide assessment program
  - legislative recommendations
  - core competencies
  - college entrance requirements
  - time, support, and resources that schools need
  - indicators

PROVIDES COMMENTS THAT SBOE MUST CONSIDER IN WRITING RULES RELATING TO ESSENTIAL SKILLS AND KNOWLEDGE AND PERFORMANCE-BASED STATEWIDE ASSESSMENT PROGRAM

(TEC 21.5511(B))

SENDS RECOMMENDATIONS THAT SBOE MUST CONSIDER BEFORE ADOPTING RULES

(TEC 21.5513)

STATE BOARD OF EDUCATION

- adopts rules to establish the essential skills and knowledge that all students should learn
- adopts rules to create and implement a statewide performance-based assessment program

Once the board adopts these assessment rules, TEC 21.551, which describes a required statewide assessment program, is repealed.

Through this collaboration, the State Board of Education has gained additional flexibility, particularly in regards to defining the state assessment system.

Education Information

PUBLIC EDUCATION INFORMATION MANAGEMENT SYSTEM

The Public Education Information Management System (PEIMS) was developed in 1986 to support greater accountability in education. PEIMS is a database that provides a structure for the information, analysis, and decision making required by management of local school districts, the Texas Education Agency, the board, the legislature, and other state policy makers. The PEIMS database includes extensive information on student enrollment and demographics, district personnel, and facilities. It can be used to supplement the client information collected and used by state and local social service agencies whose roles and responsibilities impact students. Assessment data used in the Academic Excellence Indicator System are not part of PEIMS.

As part of the sunset review of the education rules in the *Texas Administrative Code*, the board approved Title 19 *Texas Administrative Code* Chapter 61.11 in April, 1991. That rule directs the commissioner to establish a system specifying all Texas Education Agency information requirements for school districts, including PEIMS requirements, annually by April 1.

In April 1991, board members expressed concern about PEIMS requirements faced by districts. In July 1991, the commissioner reported to the board that districts voiced a great deal of concern about the data requirements and responsiveness of PEIMS. The commissioner appointed the Policy Committee for Public Education Information to develop a plan to address policy issues and information needs related to public education information. The committee developed a vision for an ideal education information system, based on strengthening the PEIMS database and streamlining procedures associated with state and local data collection and management. The committee recommended:

- establishing a review mechanism for all PEIMS data elements, with changes resulting from the review to be incorporated in the *1992-93 PEIMS Data Standards*;
- eliminating the spring PEIMS data collection;
- providing greater access to the Person Identification Database within PEIMS; and
- collecting individual-level student attendance data, beginning in 1992-93 and assisting all districts in the automation of their attendance accounting functions.

In January 1992, agency staff presented a report to the board on the advisory committee's improvement plan for PEIMS. That report outlined improvements and agency efforts to increase system responsiveness in five areas:

- data processing and turnaround time for providing information in the system;
- increased training for clients at all levels;
- implementation of the policy committee's recommendations;
- strategic planning and development; and
- future plans to increase access and effective use of PEIMS data.

Initiatives for Small Schools

The *Reorganization Plan for the Texas Education Agency* includes a Field Services Unit with the responsibility for directly linking school districts and the commissioner and providing assistance to small school districts. The Small Schools Division in the Field Services Unit coordinates assistance to small schools through regional Education Service Centers and assists small schools in the areas of collaborative planning, instructional cooperatives, facilities planning, community and business partnerships, staff development, and conflict mediation.

The *Long-Range Plan for Technology of the State Board of Education*, adopted in November 1988, calls for expanding distance education, a resource that can supplement the curriculum offered in small school districts. In February 1991, the board authorized the commissioner to enter into contracts to initiate an Integrated Telecommunications System that will, in its first phase, provide schools in 180 districts with comprehensive access to a broad range of telecommunications services that enable delivery of curriculum, inservice training, technical assistance, instructional software, and other text and graphics applications.

Future Board Actions

The period covered by this evaluation saw a restructuring of the Texas Education Agency to make it more responsive to the state's changing educational environment, increased authority for decision making at the campus level, and the initiation of a performance-based system of school accreditation. The second biennium covered by this *Long-Range Plan* will see refinement in the agency's organizational structure as it responds to challenges faced by educators in districts and campuses across Texas. Board action over this period must strengthen and support the nascent system of campus-based planning and decision making in the state. The board will also monitor and evaluate the effectiveness of the campus and district accountability system for school performance.

Performance Measures

To measure state-level progress toward achieving Goal 4, Organization and Management, in the *Long-Range Plan for Public Education*, the board established the following performance measures:

- number of schools implementing site-based decision making; and
- number of high- and low-performing districts.

SCHOOLS IMPLEMENTING SITE-BASED DECISION-MAKING

Section 21.931 of the *Texas Education Code* required each school district to develop and implement a plan for site-based decision-making and submit that plan to the commissioner by September 1, 1992. The law states that each district's plan shall establish school committees and outline the role of these committees regarding decision making related to goal setting curriculum, budgeting, staffing, and school organization. The commissioner extended to January 1993 the September 1 deadline, in order to accommodate districts with new superintendents and central office staff. As of December 31, 1992, 1,015 of Texas' 1,064 school districts had submitted plans for implementing site-based decision making on their campuses. Of those submitted, 933 have been approved by the Texas Education Agency.

The Texas Education Agency approval process for these district site-based decision making plans focuses on the information that must be contained in the plan and requirements of documented support for site-based decision making in the district. The agency works with the regional education service centers to assist districts in submitting and, as necessary, correcting their plans. Quality issues related to implementation and effectiveness of site-based decision making in

Texas school districts will be addressed during on-site reviews by accreditation teams.

NUMBER OF HIGH-PERFORMING AND LOW-PERFORMING DISTRICTS

The Texas Education Agency has developed an index for determining high-performing and low-performing school districts in the state, based on whether they perform in the top 25 percent or bottom 25 percent of three out of four accreditation criteria in the 1991-92 school year. The four accreditation criteria used in this index are listed below.

- *Performance* compared to state standards adopted by the board for the AEIS. The AEIS standards are provided in Exhibit 1.3 of Goal 1.
- *Pace*, defined as the rate of improvement in performance a district will have to achieve to meet the state standards in five years;
- *Equity Gap*, determined by comparing the Texas Assessment of Academic Skills performance of African American, Hispanic, and white students; and
- *Equity Gain*, defined as the rate of improvement in performance among the student population groups in a district to close the equity gap in five years.

The index found that 69 school districts across the state performed in the top 25 percent on three of the four accreditation criteria, but 100 districts were in the bottom 25 percent of statewide performance on three of the four criteria. Districts within the low-performing group were selected for on-site accreditation visits during the 1992-93 school year.

Legislative Recommendations

The board has made a number of recommendations to the 73rd Texas Legislature to improve organization and management at all levels of the Texas system of public schools. The recommendations include:

1. **Provide additional regulatory relief by reducing planning and reporting requirements.** Allow districts to submit a single comprehensive district and campus improvement plan, developed in accordance with board rules. The comprehensive plan would cover campus performance objectives, provision of services to students in at-risk situations, education of dropouts, provision of technology services, and implementation of professional development.

   In addition, the board recommends deleting redundant posting requirements of information already disseminated in the performance report and permitting districts to submit student level data to the Texas Education Agency electronically, eliminating the daily maintenance of attendance registers by teachers.

2. **Link site-based decision making and professional development.** The board recommends requiring site-based decision making committees, as they develop campus improvement plans, to target professional development to improving student achievement, through collaboration, training, campus planning, and research-based activities.

GOAL 5 FINANCE

The financing of public education will be adequate, equitable, and efficient.

Goal Summary

STATE-LEVEL ACTIONS SHOULD PROVIDE FUNDING TO ENSURE THAT ALL STUDENTS IN ALL DISTRICTS RECEIVE AN ADEQUATE EDUCATION, BUILDING A FOUNDATION SO ALL STUDENTS WILL HAVE ACCESS TO A QUALITY EDUCATION BASED ON LOCAL TAX EFFORT. STATE-LEVEL ACTIONS SHOULD ALSO FINANCE PROGRAMS FOR STUDENTS WITH VARYING EDUCATIONAL NEEDS, PROVIDE FUNDING FOR FACILITIES, AND MANAGE THE PERMANENT SCHOOL FUND FOR THE BENEFIT OF PUBLIC EDUCATION.

Objectives Stated in the Long-Range Plan

5-1 Provide adequate and equitable funding levels for education.

5-2 Provide funding to ensure adequate school facilities.

5-3 Fund necessary variations in program and service costs among districts on a continuous basis.

5-4 Establish an efficient education system in which funding supports effective programs and student progress.

5-5 Administer and manage the Permanent School Fund for the optimum use and benefit of public school students and public education.

5-6 Adopt efficient and effective financial and business practices.

5-7 Develop a management and financial reporting system that will provide meaningful and timely information at the state, district, and campus levels.

State-Level Actions Specified in the Long-Range Plan

1. Fund the Foundation School Program at sufficient levels to ensure that all students in all districts receive an adequate education and that students have access to revenues needed for a quality education depending on local tax effort. Use an accountable costs process, i.e., a legal process utilizing an advisory committee, to determine how much it costs to provide an adequate education as well as a quality education.
2. Provide sufficient program funds, equitably distributed, and necessary agency administration support to implement the *Long-Range Plan*.
3. Provide funding for facilities and repayment of bonded indebtedness through a guaranteed yield formula, i.e., a method of supplementing local tax revenues when the local tax base yields an inadequate amount. Provide additional funding for emergency aid and maintain the guaranteed bond program that allows the Permanent School Fund to guarantee school district bonds and thus earn a higher credit rating and lower interest rate than might be possible otherwise.
4. Adjust the basic allotment per pupil in financing programs for special populations or programs using nontraditional instructional arrangements. Make this adjustment by means of funding differentials or weights.
5. Provide financial incentives to encourage implementation of efficient programs that meet students' educational needs. For example, the state might offer a one-time cash payment in return for such efficiencies as consolidating small districts or operating on a year-round calendar.
6. Revise funding formulas to provide efficient operation of programs and eliminate financial rewards for inefficiencies due to size or other factors.
7. Ensure the integrity of the Permanent School Fund and continue sound management of its investments.
8. Coordinate funding from federal, state, and local sources to support effective instructional programs.

Evaluation of State-Level Actions

SEEKING A CONSTITUTIONAL FUNDING SYSTEM

Actions of the State Board of Education to ensure an adequate, equitable, and efficient system of public education financing have occurred under the shadow of the ongoing *Edgewood v. Kirby* court case. The state system of school finance has been significantly revised during regular and special legislative sessions over the past six years as the Texas Legislature has worked to meet tests of constitutionality established by court decisions on the case. The board supports the provision of a stable, constitutional school funding system that satisfies the decisions of the court, accomplishes student and taxpayer equity, and provides all students access to quality education programs. To achieve this goal, the board anticipates a decreasing reliance on the property tax; maintaining current and future revenue levels established by Senate Bill 351, passed by the 72nd Legislature; and meeting the national average for per pupil revenue by 1997.

The state's current finance system has been shaped by Senate Bill 351, which established a structure of funding for Texas schools, allocated revenue levels, and amended the Foundation School Program, which is the system of formulas established to distribute state funds for public education to school districts. The bill contained many of the board's legislative recommendations for ensuring quality, equity, and accountability in the state's system of public school finance. These recommendations included:

- measures to ensure program adequacy through the Foundation School Program and provisions for emergency and long-term support for school facilities and district capital costs;
- measures to ensure equity through the system of guaranteed yields and provisions for enhanced district tax collection;
- measures to increase efficiency through the restructuring of school organizations, calendars, and programs; and
- measures to increase accountability at the district and campus level.

The finance system created by the bill was based on three sources of revenue: local, state, and county education districts. In February 1992, that part of the finance system funded through the county education districts was struck down by the state Supreme Court. The court found the taxation powers of the county education districts to be unconstitutional on two grounds: first, they amounted to a state property tax; second, they were levied without voter approval.

The Foundation School Program consists of two funding tiers. The first tier guarantees sufficient financing for all school districts to provide a basic education program that meets state accreditation and other legal standards. The basic allotment that the state provided districts in the 1991-92 school year was $2,200 per pupil in average daily attendance. This amount marks an increase of nearly $1,000 per pupil since the basic allotment began in 1984-85. The second tier establishes a guaranteed yield system of financing, providing all school districts with substantially equal access to funds to support an enriched program and additional funds for facilities. The second tier enables low wealth districts to earn additional state aid by setting their local tax rates above the level necessary to support first tier funding.

To assure greater stability of the state system of school finance, the board recommends eliminating the prorated system of school appropriations. Under the present system, if the state level of education funding calculated for a given year through the formulas and allotments of the Foundation School Program exceed the state's appropriation for public education in that year, the amount of state money available for the system is reduced to equal the appropriation. The reduction in funds is prorated in a manner that reduces the funds available to districts on the basis of their wealth. The board advocates a system of school finance in which funding levels calculated with state formulas are matched to the state appropriation, with the state appropriation increasing, as needed, to meet the amounts calculated by the formulas.

Board actions and recommendations in the area of school finance target high levels of student excellence and achievement within a constitutional funding system that allows all students access to quality education programs. Within the constraints posed by a shifting system of school finance, the board has worked to clarify and implement legislative mandates in education programs and services and school facilities. The board has also taken a number of steps, through sunset review of Title 19 of the *Texas Administrative Code*, to assure the adequacy of local district tax collection, and implement standardized business and accounting practices.

PROGRAMS AND SERVICES

In January 1991, the board approved a legislative recommendation that clarified the use of compensatory education funds. Legislation passed by the 72nd Texas Legislature shifted the focus of the compensatory education allotment away from supplementing programs for students not succeeding in a district's regular education programs to improving and enhancing a district's regular school program. The board addressed changes in the Compensatory Education Allotment and Compensatory and Remedial Instruction rules in Title 19, *Texas Administrative Code* Section 89.41 in October 1991. The Compensatory Education Allotment is a formula within the Foundation School Program that increases the basic per pupil allotment available to school districts, on a per-pupil basis, based on the number of identified educationally disadvantaged students that the districts serve. School districts must offer programs funded with the Compensatory Education Allotment to students whose achievement test scores are below a standard established by the board or identified as being at risk of dropping out of school.

The legislative shift from "supplement" to "improve and enhance," originally made to clarify the role and use of state compensatory and federal compensatory education funds in district programs, puts greater emphasis on incorporating programs serving identified students into the total education program of a district. In July 1991, the commissioner of education told the board that their efforts to amend the rule addressed the goal of closing the achievement gap between students served by compensatory and remedial programs and students succeeding in regular education programs.

Language in the rule approved by the board in October 1991 focuses these programs on student achievement, outcomes, and school accountability. By conforming the rule to the change in the language of the law, the board shifted the philosophical underpinning of these programs, focusing them on improving and enhancing the educational offerings of a district so that identified students can achieve success in school and meet desired student outcomes. Their objectives are to close the achievement gap between students and provide a unity of purpose toward a common set of educational goals.

To enhance accountability for the ways in which the compensatory and remedial program funds were spent, the board directed districts to restructure the instruction supported with these funds if desired student outcomes were not achieved. School accountability is further increased through provisions of law that direct the commissioner to withhold compensatory education funds from a district if it does not fulfill the reporting requirements for these programs and funds.

SCHOOL FACILITIES

The Texas Supreme Court's decision in the *Edgewood* case that the state must equalize funds for capital outlay and debt service propelled the state into the realm of financing school facilities. Senate Bill 351, passed by the 72nd Legislature, directed the board to establish procedures for awarding grants to school districts to alleviate emergency facilities needs during the 1992-93 school year and to develop school facilities standards. The legislation appropriated $50 million for the school facilities grants. The board directed the Texas Education Agency to conduct an inventory of the state's school facilities and educational technology and to develop a formula, based on district wealth, historical tax effort, and growth rates to allocate grant funds. According to the formula, 125 districts were eligible for facilities funds. In June 1992, the board requested a report on school facilities, which provided members with an opportunity to discuss four broad policy issues related to school facilities:

- the appropriate state and local roles in establishing construction standards;
- the degree to which districts can be made to meet court-mandated equity requirements;
- the types of construction projects which can be addressed in board rule; and
- the impact of these options on the Texas Education Agency and the Texas Legislature.

In July 1992, the board approved new facilities rules, Title 19 *Texas Administrative Code* Chapter 61.101. The rules established public school facilities standards for space, educational adequacy, and construction quality. The rules define the circumstances under which the standards apply, specify requirements for square footage in instruction areas, outline the procedures for professional certification of design and construction, and establish requirements for educational adequacy. They also authorize the commissioner to make recommendations concerning the best practices for facilities construction in relation to educational adequacy.

SUNSET REVIEW OF THE *TEXAS ADMINISTRATIVE CODE*

As part of the sunset review of the education rules in the *Texas Administrative Code*, the board approved changes to Title 19 *Texas Administrative Code* Chapter 105, Foundation School Program in January 1992 . The changes conformed the rule to the statutory provisions of the finance system. The major change in this chapter was in the definition of tax levy and tax collection. In approving the rule, the board allowed districts that collected delinquent taxes in excess of their current year total levy to apply those amounts to their tier two funding level.

In January 1992, the board approved changes to Title 19 *Texas Administrative Code* Chapter 109, Budgeting, Accounting, and Audits, that implemented minimum standards for financial accounting systems. In the rule approved by the board, districts are required to implement an accrual system of budgeting, accounting, and reporting that reflects generally accepted accounting practice.

ADMINISTRATIVE EFFICIENCY

Rider 24 of the 1992 General Appropriations Act requires the commissioner to define administrative costs, determine student costs in each district, calculate the state average of administrative costs per student cost, and identify those districts which exceed 110 percent of this average. In the event of proration, the rider requires the commissioner to notify these districts that the legislature intends these costs to be reduced.

In October 1991, the commissioner's Advisory Committee of Superintendents, in consultation with a task force from the Texas Association of School Administrators, began work on a definition of district administrative costs. In February 1992, the board requested a report from the advisory committee. The advisory committee made the following recommendations to the board:

- focus the definition of administrative costs primarily on those functions performed by central office administrators;
- do not include costs of campus administrators in the definition of administrative costs; and
- compare district administrative costs to a group average that is based on size.

The board's legislative recommendations to the 73rd Texas Legislature build upon the work of the committee. The recommendations seek an increase in administrative efficiency by directing the commissioner to systematically determine appropriate administrative costs; identify inefficient administrative operations within school districts; and implement a plan to reduce excessive administrative costs in school districts.

PERMANENT SCHOOL FUND

The board oversees management of the Permanent School Fund, a trust fund with a November 1992 market value of more than $10.9 billion. Rated in the top 5 percent of trust funds in the nation, the fund has posted nearly a 16 percent annualized total rate of return for the last nine calendar years. The Texas Performance Review, an audit of state agencies conducted in 1991 by the State Comptroller of Public Accounts, found the return on the fund to be the highest of the state's major trust funds. Exhibit 5.1 presents the balance of the fund as of August 31, 1992.

The investment earnings of the Permanent School Fund provide major support to the state's Available School Fund, which is the basis for tier one in the Foundation School Program. In January 1992, the commissioner estimated that more than $1.5 billion in Permanent School Fund income would be contributed to the Available School Fund over the biennium ending in August 1992. In 1991, the fund contributed an amount equal to $227 per student, a major part of the $322 per student apportionment approved by the board in September of that year.

The principal of the Permanent School Fund can be used to guarantee the bonded indebtedness of school districts in an effort to help districts attain the most favorable financing and interest rates on their locally-issued new and refunded bonds used for construction. In October 1991, the board broadened the scope of Title 19 *Texas Administrative Code* Chapter 33.105 to align rule provisions with legislation passed by the 72nd Texas Legislature. The change in the rules that stipulate the guarantee program for school bonds will save school districts partial costs of interest and the costs of private bond insurance. In the fall of the 1992-1993 school year, 548 school district bond issues were guaranteed by the fund, in an amount exceeding $3.5 billion.

In June 1991, the board approved an investment of $15 million of the Permanent School Fund in the Texas Growth Fund. The purpose of the Texas Growth Fund is to promote economic growth in the state while providing investment opportunities for the state's public funds by making capital available to Texas companies. Investment of the Permanent School Fund in the Texas Growth Fund was approved, subject to subsequent board oversight of the fund, and approval of the staffing and organization of its executive directorship. In June 1992, the board moved to table participation in the Texas Growth Fund, disapproving elements of the executive director function carried forward to the board's Committee on the Permanent School Fund.

EXHIBIT 5.1
Status of the Permanent School Fund
as of August 31, 1992

	Book Value	Percent of Fund Total
Investments		
Governments	$1,733,429,645	21.49%
Corporate Bonds	2,154,364,060	26.71%
Collateralized Mortgage Obligations	1,995,141,032	24.73%
Corporate Stock	1,868,975,356	23.17%
TOTAL INVESTMENTS	$7,751,910,093	96.09%
Short Term Investments		
Bond Maturities due within 12 months	$ 86,632,819	
Commercial Paper	0	
Treasury Bills and Notes	0	
Security Transactions in Transit:		
Purchases in Transit	(119,425,527)	
Maturity in Transit	16,273,976	
Cash in Treasury	331,630,169	
TOTAL SHORT TERM INVESTMENTS	$ 315,111,437	3.91%
FUND TOTAL	$8,067,021,530	100.00%

Future Board Actions

Of primary importance to the goals and objectives of the *Long-Range Plan* is the implementation of a public education finance system that is adequate, efficient, equitable, and constitutional. As the state frames a constitutional school funding system, the board will work to ensure that the Permanent School Fund supports quality education for every student in Texas schools.

Funding to support the state's critical education initiatives will be articulated through the board's policy initiatives and earmarked in its legislative recommendations. Securing funding may be difficult, given the many competing demands on the state budget for public education.

Performance Measures

To measure state-level progress toward achieving Goal 5, Finance, in the *Long-Range Plan for Public Education*, the board established the following performance measures:

- amount of revenues available for an adequate instructional program for all students and for a quality program depending on local tax effort;
- percent of equalized revenues in the system; and
- principal value of the Permanent School Fund and annual rate of income deposited to the Available School Fund.

AMOUNT OF REVENUES AVAILABLE FOR ADEQUATE AND QUALITY PROGRAMS

A definition of adequacy is central to the question of the constitutionality of the Texas public school funding system. How to determine the level of funding at which an adequate instructional program is provided to Texas students is a question whose resolution hinges upon the outcome of legislative efforts to make the state's school finance system constitutional. Present levels of funding are only marginally adequate. The programs they support do succeed in delivering an education to Texas students. The efficiency and effectiveness of that system of education, however, is being contested.

Achieving the level of state and local funding necessary to provide students with a quality education program is a board goal, expressed through its school finance recommendations to the 73rd Texas Legislature. The board's success will be measured by legislative actions on its recommendations.

PERCENT OF EQUALIZED REVENUES IN THE TEXAS PUBLIC SCHOOL FINANCE SYSTEM

In 1992, the percent of equalized revenues in the system was 96 percent. In the *Texas Education Agency Strategic Plan*, approved by the board in November 1992, the percent of equalized revenues in the system is projected to be 96 percent in 1993, 97 percent in 1994, and 98 percent in 1995.

PERMANENT SCHOOL FUND PRINCIPAL AND ANNUAL RATE OF INCOME

The book value of the Permanent School Fund on November 30, 1992, was more than $8.12 billion. Between September 1, 1992 and November 30, 1992 the value of the fund increased by 6 percent. Over the past nine years, the annualized rate of return for the fund has been 16 percent.

Legislative Recommendations

The board has made a number of recommendations to the 73rd Texas Legislature to deliver a stable, constitutional funding system for Texas public education. The recommendations include:

1. **Achieve a permanent solution that satisfies all holdings in the *Edgewood* court case.**

    - ensure student and taxpayer equity with a funding system that makes access to revenue independent of student residence, decreases reliance on the property tax, includes all property fairly in the taxing system, and affirms that a penny of tax in one district raises the same level of revenues in all districts. Such a system would also increase flexibility for local decision making;
    - achieve stability for a five-year period;
    - provide all students access to a quality educational program, raising the average revenue per student to the national average by 1997;
    - develop revenue formulas that recognize high-cost students; and
    - include facilities funding as an integral component of a fully equalized system for academic programs.

2. **Eliminate proration.** Return to estimated school finance appropriations to ensure that the Foundation School Program receives the total state revenue as determined by statutory formulas.

3. **Increase administrative efficiency.** Allow the commissioner to implement a systematic plan to ensure that school

districts maintain an adequate, but not excessive, level of fund balance and to implement procedures for determining appropriate school district administrative costs and operations. Provide training, development, and administration of a statewide system of budgeting, accounting, and reporting. The board also recommends various consolidation incentives.

4. **Preserve the long-term effective use of the Permanent School Fund.** Maintain statutory and constitutional provisions which preserve the integrity of the principal of the fund.

GOAL 6

PARENT RESPONSIBILITY

Parents will be full partners in the education of their children.

Goal Summary

STATE-LEVEL ACTIONS SHOULD COORDINATE STATE SERVICES FOR PARENTING TRAINING, EARLY CHILDHOOD, AND FAMILY LITERACY.

Objectives Stated in the Long-Range Plan

6-1 Encourage parental participation in all facets of the school program, including homework.

6-2 Increase interaction between school personnel and parents regarding the performance and development of students.

6-3 Provide educational programs that strengthen parenting skills.

6-4 Coordinate, strengthen, and expand adult literacy programs to help parents provide educational assistance to their children.

State-Level Actions Specified in the Long-Range Plan

1. Develop a state plan for involving parents in their children's education. The plan will outline activities that include not only supervising homework and attending holiday music programs but also taking part in making decisions about what and how their children learn and how the schools are governed.

2. Coordinate state services for parent training and family literacy. The priority will be on programs that target teen-age parents and those who are least educated, including migrants, bilingual parents, and others whose children are in some way at risk of failing or dropping out of school.

3. Incorporate parent training for teenage students into the curriculum to prepare them to become competent and effective parents.

4. Encourage employers to provide release time so parents can take part in school activities, such as parent-teacher conferences. Encourage employers to offer supportive programs - for example, information about where to find care for sick children or counseling for family problems.

5. Seek ways to coordinate state programs for early childhood education. A school district, for example, might coordinate its half-day prekindergarten program with a half-day Head Start program, thus providing eligible children a full day of education and social services in one location.

6. Support programs for latchkey children, i.e., child care and after-school enrichment for children who might otherwise be unsupervised while their parents are working.

Evaluation of State-Level Actions

The board has sought to enhance the role of parents and families as partners in their children's education through policy development, support of pilot and innovative program initiatives, and continuing support of adult literacy programs. The establishment and state support of parent involvement and family literacy programs was a priority recommendation the board approved for legislative consideration in January 1991.

POLICY DEVELOPMENT

Increasing support for parent and family involvement in the academic performance and personal and social development of students is embodied in the board's policies for public education. The *Policy Statement on High School Education*, adopted by the board in July 1992, envisions individualized education plans for student success. These plans are created by a high school teacher, a student, and the student's family. The three work together to delineate and accomplish a course of study to achieve post-high school goals valued to the student and family. Recommendations for implementation of the high school policy recognize that effectiveness of the individualized education plan depends on the extent to which the student, family, and teacher act together to continuously monitor the student's progress.

PILOT PROGRAMS

In September 1992, the board published *Expanding the Boundaries*, the final report on pilot programs established by the 71st Texas Legislature. Among the initiatives described and evaluated in the report were parent education and parent involvement programs, school-age parenting and pregnancy programs, and prekindergarten programs for three-year-olds.

Parent Involvement and Education Programs. Established on the premise that educated and informed parents tend to be more involved in their children's education, these programs nurture and expand the link between parent education and involvement by encouraging parents to become part of the school-based planning and decision making process.

Ten pilot sites serving young, low-income and/or minority families began operation in 1990 and extended through the end of the 1991 fiscal year. The programs all included family resource centers and developmental screening, parent education and literacy classes, and parents' group meetings.

All programs made available learning materials and resources, such as educational toys and games, instructional kits and videotapes, and computers and software for the participants. Often the programs extended special services to participants, such as employment and social services. The programs were favorably evaluated by the participating parents, teachers, and staff. Conclusions about their effects on student achievement were limited by the short time between implementation and evaluation stipulated in legislation.

School-age Parenting and Pregnancy Programs. Beginning as pilots in 1990, these programs were subsequently established across the state by *Texas Education Code* Section 21.114. By the end of the 1992 fiscal year, 95 programs were in operation statewide. Supported by the state Compensatory Education Funding Allotment, these programs provide coordinated education and social services to participants, including necessary academic course work, child care for children of participants in the program, counseling, case work, transportation, and pre-employment training. The programs are open to both male and female students, although they serve a predominantly female clientele.

Evaluations find that these programs are effective in affording parenting students the supports that enable them to continue and complete their education.

Prekindergarten. The prekindergarten programs also began as pilots in 1990 but now provide education services to three- and four-year-olds statewide. These programs target limited English proficient children and children from low income families and provide instructional and support services through school, community, and home-based arrangements. The effect of the programs on student achievement has not yet been fully assessed. They have proved effective, however, in recruiting and retaining parental support.

INNOVATIVE EDUCATION GRANT PROGRAMS

Parent and family involvement is an important component of the Innovative Education Grant Program projects approved by the board. The board received a *Report on the Innovative Education Grant Program, 1991-92* ,which evaluated the effectiveness of these programs in November 1992. Of the 33 projects evaluated in the report, four programs explicitly encouraged parent participation in school, coordinated parent involvement and literacy training, and were supported by local adult literacy councils.

ELEMENTARY SCHOOL-AGE CHILD CARE PROGRAMS

In November 1991, the board approved the Texas Education Agency entering into a contract with the Texas Department of Human Services to fund elementary school-age child care programs in year-round schools. Funding for these programs came from a federal Child Care and Development Block Grant received by the Department of Human Services. The grant targeted low-income elementary campuses that had encountered problems related to child care in implementing year-round education programs. Applications were to be submitted by the school district and a licensed child care facility. The funds were designated to support planning and start-up costs of these programs.

ADULT LITERACY

Beyond the parent literacy components in both the pilot and innovative programs, the board has provided long-term support for adult literacy councils across the state and has sought to mobilize private sector capacity to assist the state's system of adult education in locating, counseling, and teaching adults in need of literacy services. In March 1992, the board approved amendments to the *Texas State Plan for Federal Adult Education Funding* which, in response to federal passage of the National Literacy Act of 1991, expand the provision of literacy services and enhance the focus of these programs on adult student outcomes and results.

Future Board Actions

The success in meeting its *Long-Range Plan* objectives depends upon the board's ability to communicate the idea that meaningful parent and family involvement energizes student achievement. One avenue for articulating this idea is the development of a state-level plan and policy statement for encouraging parent and family involvement in education. Facilitation of site-based planning and decision making is a second promising avenue of increasing parental involvement in education. Parents and families, working with teachers, administrators, and community members on these committees can actively plan campus improvement across a range of instructional, organizational, and family and support issues.

Performance Measures

To measure state-level progress toward achieving Goal 6, Parent Responsibility, in the *Long-Range Plan for Public Education*, the board established the following performance measures:

- adult literacy rate in Texas; and
- number of districts implementing parenting skills or community volunteer programs.

ADULT LITERACY RATE

The Texas Literacy Council in the state Department of Commerce estimates that one out of three Texans are functionally illiterate. Using that estimate, current resources allow the Texas Education Agency to serve an estimated five to 10 percent of the state's target population for adult literacy services. To achieve a more definitive rate of adult functional illiteracy in the state, Texas is participating in the National Adult Literacy Survey being conducted by the U.S. Department of Education's National Center for Educational Statistics. The Texas adult literacy rate determined by that survey will be available in 1993.

DISTRICTS IMPLEMENTING PARENTING SKILLS OR COMMUNITY VOLUNTEER PROGRAMS

The Texas Education Agency coordinated the implementation and evaluation of 10 pilot parent involvement and parent education and 95 school age pregnancy and parenting programs implemented from 1990 through the end of the 1992 fiscal year. Section 21.114 of the *Texas Education Code* states that school districts may provide integrated programs of educational and support services for pregnant and parenting students if, as determined by board rule, at least 30 percent of the students in a district considering program implementation are of low socioeconomic status.

Other organizations are involved with implementing parenting skills program.

- The Practical Parenting Program is a district-wide program coordinated by the Texas Association of School Boards that serves families with children from birth to high school. Since October 1989, the program has expanded from 15 to 189 Texas school districts.
- The Parents as Teachers Program, a campus-based program that serves families with children from birth to age three, has been implemented in 40 Texas communities.

GOAL 7 COMMUNITY AND BUSINESS PARTNERSHIPS

Businesses and other members of the community will be partners in the improvement of schools.

Goal Summary

STATE-LEVEL ACTIONS SHOULD ENCOURAGE EXTENSIVE PARTNERSHIPS WITH THE PRIVATE SECTOR AND COMMUNITY ORGANIZATIONS, DEVELOP MODEL PROGRAMS TO ENCOURAGE BUSINESS PEOPLE AND OTHERS TO SERVE AS MENTORS FOR STUDENTS AND IMPROVE ADULT AND COMMUNITY EDUCATION PROGRAMS.

Objectives Stated in the Long-Range Plan

7-1 Seek extensive and varied participation by the private sector in public education.

7-2 Coordinate, strengthen, and increase adequate literacy and secondary education programs for out-of-school youth and adults.

7-3 Encourage the full use of school resources and facilities for community lifelong learning.

7-4 Develop mutually beneficial partnerships between schools and community-based organizations.

7-5 Promote the establishment or expansion of school volunteer programs.

7-6 Increase the public's awareness of the role of public education in the state's economic development.

State-Level Actions Specified in the Long-Range Plan

1. Encourage schools and businesses to form partnerships to improve education. Encourage other forms of mutual exchange between public education and the private sector through such means as forming a state advisory body and sharing information about effective programs.

2. Develop cooperative educational internship programs for students interested in professional careers such as accounting, medicine, law, and engineering.

3. Develop a state plan for adult and community education. The plan will include provisions for out-of-school youths and adults, requests for adequate state start-up funds, coordination of state and federal funds, use of school facilities, and other measures to improve adult literacy, school completion, and job training.

4. Expand partnerships between schools and community-based organizations by offering financial support, setting up pilot programs, identifying effective programs, and providing staff development.

5. Support school volunteer coordinators at the state and regional levels. Establish formal partnerships with appropriate organizations such as the Kiwanis, Rotary, and retired professionals to strengthen the state's capacity to increase school volunteer programs.

6. Develop model programs to encourage persons from business, the professions, community organizations, and the community to serve as mentors for students.

7. Research the relationship between labor market and economic trends in the state and their implications for public education.

Evaluation of State-Level Actions

POLICY INITIATIVES

The board, recognizing that community partnerships can enhance both the quality of learning experiences and social supports offered to students and the quality of the professional environment in which teachers, administrators, and support staff work, has developed policy initiatives that encourage schools to actively cultivate business and community support for education. The perspective that representatives of state and community agencies and the private sector bring to the process of education can provide a valuable clarity to discussions of educational goals and student achievement. The board has sought the active participation of these representatives on advisory committees and policy development task forces.

The board's policies on middle and high school education assign critical importance to expanded community and private sector involvement. As stated in the *Policy Statement on Middle Grade Schools and Middle Grade Education*, this involvement supports students' academic and social growth and is reciprocated by student involvement in community service activities and education projects. At the high school level, community and business involvement not only supports student learning but also clarifies transitions from school to work and higher education.

EXPERT SPEAKER PRESENTATIONS

In November 1991, the board's Committee on Long-Range Planning discussed work force preparation with Ray Marshall, professor of economics and public affairs at the Lyndon Baines Johnson School of Public Affairs at the University of Texas at Austin. Among the most salient of Dr. Marshall's recommendations concerning the interaction of public education policy and employment were:

- developing uniform exit standards for high schools;
- allowing students to enter work force training at age 16 if they are not doing well in school;
- expanding training and apprenticeship programs;
- providing better coordination between school and work: and
- providing four years of post-secondary education through a surtax on graduates' later earnings.

PROGRAM PARTNERSHIPS

The State Board of Education Task Force on High School Education drew upon the expertise of community and business representatives as it developed the *Policy Statement on High School Education*. Both the task force, in February 1992, and the board's Committee on Long-Range Planning, in March 1992, heard presentations on the Texas Scholars Program, a collaborative effort that grew out of a partnership between Longview ISD and the Greater Longview Chamber of Commerce. The Texas Scholars Program has been adopted by the Texas Business and Education Coalition for statewide implementation. The program provides opportunities and support for students to complete a rigorous high school education program in order to be better prepared to meet the requirements of work and higher education. The program embodies high expectations. It is estimated that, in 1992, only 10 percent of the state's graduating high school seniors completed an academic regimen equivalent to the one it outlines.

In September 1992, the Texas Scholars Program acknowledged its support for the board's action to phaseout of graduation credit for low-level high school courses. Representatives from the program tied their support to the recommended proficiencies for Texas high school graduates endorsed by the board in July 1992.

Business and community involvement was also an important component of 1991-92 Innovative Education Grant Program projects approved by the board. Many of these projects drew upon community and business support to expand the range of educational opportunities offered to students, increase student achievement, and bolster student supports.

WORK FORCE PLANNING

In an effort to improve the responsiveness of the state system of public education to the changing conditions of the labor market, the board establishes a priority list of occupations each year. This priority list aids regional work force planning and is used to direct vocational and applied technology education across the state. The occupations on the list, reviewed by a panel of labor market experts, are selected on the bases of job growth to the year 2000, hourly wage, and training requirements.

ADULT EDUCATION SERVICES

In its January 1991 legislative recommendations, the board supported usingstate funds to sponsor cooperative projects between school districts and business. The goal of these projects is to increase work force productivity through the provision of adult literacy services, secondary education training, support services, and basic skills instruction.

The Texas system of adult education is unique in its delivery of services through a network of adult education cooperatives. Adult education in Texas provides literacy, English language skills for limited proficient adults, basic academic and vocational skills, and secondary level competencies for youth and adults who are beyond the age of compulsory school attendance but who function at less than a secondary completion level.

Volunteerism is a vital component of the state's system of adult education and, in almost every county in the state, adult education has strong community ties. The board has provided long-term support for the development of community literacy councils to build local capacity for serving people in need of literacy services.

A policy statement on adult and community education, slated for completion in 1993, is part of the policy development initiative that was approved by the board in November 1991.

In March 1992, the board approved the *Amendments to the Texas State Plan for Federal Adult Education Funding for Fiscal Years 1990-93*. The amendments adopted by the board correspond to changes in the federal adult education system specified in the National Literacy Act of 1991. Changes in the system expand adult education and literacy services and focus service providers on program goals and outcomes.

The *Texas Education Agency Strategic Plan*, approved by the board in November 1992, calls for building an equitable adult education and literacy program within the public education system. The adult education and literacy system envisioned in the plan increases accessibility to services through free equivalency examination testing, flexible schedules, more service sites, a management information system, and improved referral procedures.

Future Board Actions

The second biennium covered in this *Long-Range Plan* will see further implementation of school, business, and community partnerships across the state. In many areas, these partnerships will extend beyond a close focus on academic enrichment to supporting improved academic performance with school-based or school-linked community and social services. In this view, full educational success for all students involves a community-wide effort that draws upon the resources, services, and activities of a range of organizations, agencies, businesses, and institutions. The board will be challenged to develop a comprehensive strategy for community and business partnerships in education that encompasses a range of educational, health, and social services in the support of quality and equity in education.

Performance Measures

To measure state-level progress toward achieving Goal 7, Community and Business Partnerships, in the *Long-Range Plan for Public Education*, the board established the following performance measure:

- number of districts implementing business partnership programs.

DISTRICTS IMPLEMENTING BUSINESS PARTNERSHIP PROGRAMS

According to the *1992 Annual Report of the Texas Business and Education Coalition*, there are 89 business-education-community coalitions in Texas. These coalitions, increasing from 57 at the beginning of 1992, are in all major urban areas of Texas and are finding greater implementation in suburban areas, smaller cities, and towns. When Texas initiatives organized under the banner of the America 2000 national education goals program are included in estimates of business partnership programs in Texas, the number of business - education - community collaboratives increases to 180. According to the Texas Business Education Coalition, all of these coalitions are autonomous. They are unified, however, by a common commitment to making a more effective connection between education and the real world, with concomitant support for high student achievement, school change, and community and state recognition of school success.

It is important to note that business partnerships in education are not limited to the extensive Texas Business and Education Coalition network. Business, community, and university involvement in developing innovative strategies for increasing student achievement is critical to the success of the commissioner's Partnership Schools Initiative. Districts across the state actively cultivate community and business involvement in a number of ways, including adopt-a-school programs, mentoring programs, partners in literacy, and a number of other initiatives that seek greater support, along with high community expectations, for Texas students. .

Site-based decision making is another avenue for active business and community involvement in Texas education. The campus planning committees mandated by the legislature must include community representatives among their members.

GOAL 8 RESEARCH, DEVELOPMENT, AND EVALUATION

Instruction and administration will be improved through research that identifies creative and effective methods.

Goal Summary

STATE-LEVEL ACTIONS SHOULD IDENTIFY AND INVESTIGATE CRITICAL ISSUES FOR RESEARCH, SUPPORT INNOVATIVE PROGRAMS TO DETERMINE THE MOST COST-EFFECTIVE WAYS OF ACHIEVING RESULTS, DEVELOP AND EVALUATE STATEWIDE EDUCATIONAL TECHNOLOGY SYSTEMS, AND ESTABLISH MULTIPLE MEASURES OF STUDENT LEARNING AND SCHOOL EFFECTIVENESS.

Objectives Stated in the Long-Range Plan

8-1 Develop and administer a comprehensive, coordinated plan for statewide educational research.

8-2 Apply research results to improve all facets of public education.

8-3 Institute and maintain a research clearinghouse.

8-4 Develop demonstration programs and encourage local initiatives for new instructional arrangements and management techniques.

8-5 Use technology to increase the equity, efficiency, and effectiveness of classroom instruction, instructional management, and administration.

8-6 Establish systems of multiple measures and indicators in program and campus evaluation.

8-7 Investigate options for parental choice in educational programs and school sites.

State-Level Actions Specified in the Long-Range Plan

1. Develop and implement a comprehensive plan for educational research. Identify critical research issues, assign priorities, and allocate funding according to those priorities in an effort to make the best possible use of limited resources.

2. Support cooperative research among districts, the Texas Education Agency, the Educational Economic Policy Center, colleges and universities, and other organizations. Support may include financial support, waivers of rules, and cooperative staff development plans.

3. Study selected samples of students over the next 20 to 25 years to obtain longitudinal data about the effects of different educational experiences.

4. Communicate research findings and information about effective programs to educators and researchers throughout the state. Methods include a state research clearinghouse, telecommunications, presentations at conferences, and technical assistance.

5. Conduct short-range and long-range pilot programs to determine the most cost-effective ways of achieving results, such as preventing at-risk students from dropping out of school. Provide support through the Public Education Development Fund for innovative programs. Establish guidelines to promote programs that demonstrate high quality and show promise for wide application.

6. Conduct studies to determine the costs of current and new programs, fiscal neutrality of the public school finance system, efficiency of the system in which districts report and monitor allocated resources, costs of providing programs to students under varying conditions, effects of deregulating exemplary schools and other topics. Share research findings with the Educational Economic Policy Center. Use data from pilot studies and other research to determine funding requests and other recommendations to the legislature.

7. Implement the *Long-Range Plan for Technology of the Texas State Board of Education*, a 12-year plan for providing hardware, software, and telecommunications capabilities to schools, districts, and Regional Education Service Centers. Evaluate and revise the plan to ensure equitable district access to electronic equipment and materials, provide training in technology integration, expand telecommunications systems and encourage research and development.

8. Implement the Academic Excellence Indicators, a set of performance measures that will be used in rating schools.

9. Research the issue of allowing parents to choose which school their child will attend.

Evaluation of State-Level Actions

RESEARCH ISSUES

The board's policy development activities and the incorporation of education initiatives and legislative action into state education rules have driven research and investigation of a number of critical education issues. Research in these areas has focused on creating conditions for student success and formulating indicators by which it can be measured and evaluated. Significant areas of research in support of board policy and rule have included:

- *early childhood, elementary, middle, and high school education* — to support policy development in these grade-level areas;
- *the impact of education reform on students in at-risk situations* — to determine the effectiveness of legislation and rule on an identified group of students;
- *the transition from special education* — to evaluate the success of programs in preparing their students to meet real-world challenges;
- *the Academic Excellence Indicator System* — to measure student performance across a range of measures and hold schools accountable for that performance;
- *professional preparation and development* — to support policy development and the sunset review of education rules; and
- *teacher supply and demand* — to analyze critical teacher needs across the state.

In addition to these issues, the commissioner of education has called for research to support education initiatives in the areas of:

- *support for students* — to evaluate the implications and effectiveness of coordinating education and social services;
- *closing the achievement gap among the ethnic and racial groups in the Texas student population* — to investigate the strategies and practices that can create a system of public education that is both excellent and equitable;
- *school safety and violence* — to assure that all students and educators have safe working and learning environments; and
- *bilingual education* — to identify policy issues and present successful practices in these programs.

EXPERT SPEAKER PRESENTATIONS

Expert speakers appearing before the board's Committee on Long-Range Planning have served as primary sources of information on critical research issues and innovative programs and practices. Topics on student learning, curriculum and programs, and professional preparation presented in the expert sessions have been discussed in Chapters 1, 3, and 7 of this report. Other areas of special focus by the board have included:

- *urban education and deregulation,* presented by Ted Kimbrough, general superintendent of the Chicago Public Schools in April 1991;
- *delivery of education services in public housing facilities in Dallas,* by Alphonso Jackson, executive director of the Dallas Housing Authority in May 1991;

- *changing demographics of the Texas population*, by Steve Murdoch, head of the Department of Rural Sociology at Texas A&M University in February 1992;

- *restructured middle grade education*, by Linda Sheehan, principal of Olle Middle School in Alief ISD in April 1992; and

- *professional development and empowerment of educators through campus-based planning*, by Steve Barone, a consultant from the School-Based Support Network in May 1992.

POLICY RESEARCH CLEARINGHOUSE

A Policy Research Clearinghouse, instituted within the Texas Education Agency in July 1990 and merged with the Division of Policy Planning and Evaluation in July 1991, is charged by the board with three functions:

- responding to the commissioner's requests for research and analysis;

- reviewing implications of selected national and regional studies; and

- developing contacts with the external research community.

Staff performing policy research functions have investigated a number of research issues, including:

- calculating graduation rates for incorporation into the AEIS;

- professional preparation and development of educators, in support of policy development and sunset review in these areas;

- teacher shortages and critical needs; and

- parental choice of schools.

From July 1990 through February 1992, the Policy Research Clearinghouse administered the Middle Grade School State Policy Initiative grants awarded to Texas by the Carnegie Corporation.

COOPERATIVE RESEARCH INITIATIVES

In support of cooperative research, the Texas Education Agency is participating in the Policy Research Exchange Program developed by the Office of the Comptroller and the Lyndon Baines Johnson School of Public Affairs. In addition, the board has worked with the Texas Higher Education Coordinating Board to establish Centers for Professional Development and Technology. The centers, led by colleges of education and involving public schools, regional education service centers, and community organizations, are in the process of creating a system of teacher preservice education and professional development that is research-based, enriched by an emphasis on field experiences, collaborative, and technology-focused. Eight Centers for Professional Development were competitively selected among 68 applicants and funded by the board in October 1992. Exhibit 3.2 identifies the center sites.

LONGITUDINAL RESEARCH STUDIES

Three longitudinal research studies evaluating the effectiveness of prekindergarten programs, impact of education reform on students in at-risk situations, and transition from special education are in continuation years. These studies are investigating the impact of education laws, rules, and programs upon selected groups of students over time.

Prekindergarten:
This study is an evaluation of the effects of prekindergarten experiences on subsequent academic achievement. Major components of the study are the investigation of the developmental appropriateness of prekindergarten instruction and the student assessment methods used in these pro-

grams. The study, which began in 1989, will help provide a framework for the State Board of Education policy initiative in early childhood and elementary education. In 1993, the study will yield baseline data for students as they enter elementary school. Preliminary findings from the study were presented to the board's Committee on Long-Range Planning in November 1991. An interim report of the study was published in November 1992.

The longitudinal component of the study is scheduled for completion in August 1994. Researchers may seek a one-year extension of the study, however, to accommodate changes in the state student assessment plan approved by the board in April 1992, which moves the elementary grade Texas Assessment of Academic Skills examination from grade 3 to grade 4.

Impact of Educational Reform on Students in At-Risk Situations:
This study has investigated how the term "at-risk" has been defined through law and rule and addressed by local programs. The study focuses on the local consequences of four state policies targeting students in at-risk situations.

- *Attendance*, which requires students to attend class at least 80 days during a semester to receive course credit and directs districts to appoint at least one attendance committee to hear petitions for credit from students with less than 80 days' attendance.

- *No pass/no play*, which requires students to pass every course during a six-week grading period in order to participate in any extracurricular activity during the following six-week grading period.

- *The TEAMS/TAAS examination* - the statewide student assessment which all students must pass at the exit grade in order to graduate. The state assessment program has changed twice during the period of the study: in content, from TEAMS, focusing on basic skills, to TAAS, focusing on higher-order skills in a greater range of subjects; and in the grades during which it is administered to students, from grades 3, 5, 7, 9, and 11 (exit) under the old plan to grades 4, 8, and 10 (exit) under the plan approved by the board in April 1992.

- *The driver's license law*, which requires anyone under the age of 18 either to have a high school diploma or its equivalent, or to be currently enrolled in either a high school or high school equivalency program for a period of time prior to the issuance of a driver's license.

The study began in 1988 and is funded through 1993. It has three components:

- a longitudinal investigation, completed in 1992, of the impact of the four policies on high school students in at-risk situations;

- case studies of the impact of the policies on regular and identified students;

- a statewide questionnaire distributed to high school principals in 1990 on the impact of the policies.

Preliminary findings from this study were presented to the board in January 1991. An interim report was presented to the board in July 1992. The board incorporated findings from this study into the development and consideration of its recommendations to the Texas Legislature.

Transition from Special Education Programs:
This study was mandated by Senate Bill 417, passed by the 71st Texas Legislature. It focuses on the transition of students from special education programs to the world

awaiting them after high school. The study, which began in 1990, is charged with evaluating the effectiveness of special education programs in developing life skills students needed after leaving the public school system; developing methods of monitoring the effectiveness of special education programs; and determining the appropriateness of essential elements for a special education curriculum and the design of a state assessment for these programs. It is scheduled for completion by December 1994, with a possible extension to 1996 through funding from the Texas Developmental Disabilities Council.

The longitudinal component of the study, which follows a sample of special education students before and after leaving high school to analyze program effectiveness, is scheduled for completion in December 1994. The family/community case study component of the study, which gathered information on parental and employer satisfaction with the programs, was completed in July 1992. The transition planning component of the study, which includes research reviews and program investigation in school districts of varying sizes, is scheduled for completion in June 1994.

PILOT PROGRAMS

The 71st Texas Legislature established pilot programs in seven areas:

- prekindergarten for three-year-olds;
- academic programs for students below grade level;
- in-school high school equivalency examination;
- elementary students in at-risk situations;
- school-age pregnancy and parenting;
- parent involvement and parent education; and
- technology demonstration.

Funding for the programs exceeded $13 million. The state Compensatory Education Allotment and funds specially appropriated for the pilot programs made up program funding.

During the 1989-90 school year, 82 pilot sites began operation in 58 school districts and one regional education service center. These sites served 7,000 individuals. Through the spring and summer of 1990 the number of pilots grew to more than 151 sites in 108 districts and one service center. The expanded programs served more than 23,000 participants, including 13,000 students, 7,000 parents, and 3,600 children of students enrolled in the programs. The pilot programs extended through the 1991 fiscal year.

Expanding the Boundaries, the board's final report on these pilot programs, was published in September 1992. That report contained descriptions of the programs, evaluations of program activities, and analyses of the implementation costs in the various pilot sites.

Three of the pilot initiatives have expanded into statewide programs due to legislative action in 1991:

- prekindergarten for three-year olds;
- high school-based equivalency; and
- school-age pregnancy and parenting.

The board applied several lessons learned from the pilot programs to its oversight of these statewide programs.

- In the areas of prekindergarten programs, board rules recognize that effective prekindergarten programs can operate not only on school campuses but also in community sites and in homes.

- Access to in-school high school equivalency programs has been increased.

- The need to serve both pregnant and parenting students, the importance of child care, and the critical role of transportation have been incorporated into the administrative procedures supporting services to parenting students funded through the state Compensatory Education Allotment.

- The need for realistic and timely staff development to support the implementation of technology has been communicated to districts as they bring new technologies onto their campuses and into their classrooms.

INNOVATIVE PROGRAMS

The Innovative Education Grant Program is a joint effort of the board and the Educational Economic Policy Center (EEPC). This program offers a broader range of program areas and greater freedom in program development than did the seven statutory pilot programs. The project areas addressed by the Innovative Education Grant Program are listed in Exhibit 8.1. Successful applicants in the program have obtained both board and EEPC approval. The Legislature has appropriated Public Education Development Fund (PEDF) funds to support these programs. The innovative programs that receive PEDF funds must also be approved by the Legislative Education Board.

The 71st Texas Legislature appropriated approximately $4.8 million for Innovative Education Grant Program awards. Slightly more than $3 million was awarded, in amounts ranging from $8,000 to more than $341,000, to 33 programs in 24 school districts in the spring of 1991. The programs covered the 1990-91 and, in some cases, the 1991-92 school years. Elementary and senior high grade levels were targeted most often by the innovative projects. More than 7,500 students were served by these programs.

The 72nd Texas Legislature provided approximately $3.2 million in PEDF funds for the Innovative Education Grant Program. The Request for Applications for the 1992 cycle emphasized four priority areas:

- campus-based accountability systems;

- staff development and training;

- collaborative efforts involving schools, parents, communities, and businesses; and

- middle school restructuring.

In the spring of 1992, 26 programs from 19 school districts and the Texas School for the Blind were approved for funding.

Both the Texas Education Agency and the EEPC are charged with evaluating these programs. *The Report to the State Board of Education and the Legislative Education Board: The Innovative Education Grant Program, 1991-92,* presented to the board in November 1992, evaluates the progress made by the 33 programs funded in 1991 in achieving their goals. The report found that 24 of the 33 programs were implemented as planned and that 25 of the projects either partially or fully met their stated objectives by the fall of 1992. Six themes were noted by the report in the most productive features of this program. They include:

- increased access to technology afforded by the innovative grant;

- greater access to highly specialized staff development through the innovative grant;

- enhanced investment in curriculum development;

EXHIBIT 8.1
Innovative Education Grant Program Project Areas

1. School year restructuring
2. Alternative learning environments
3. Parental literacy
4. Decentralization of organizational decisions
5. Instructional technology
6. Student and parental choice among public schools
7. Child care
8. Early childhood education
9. Extended school day
10. Teacher and administrator development
11. Continuous progress education
12. Student-teacher ratios below 22:1 in elementary grades
13. Use of elementary school guidance counselors, social workers, and other personnel in successful dropout prevention programs
14. Career development for students
15. Bilingual training
16. Generation of more effective parental involvement with the schools
17. School-age latchkey children
18. Volunteer efforts with the private sector
19. Coordination of school activities with community health and human services programs and other community resources
20. Magnet schools
21. Interdisciplinary curriculum
22. Peer tutoring
23. Counseling of families of students in at-risk situations
24. Comprehensive coordination with health and human service delivery systems

- increased attention to learners as individuals, reflected in program design by intensive efforts to link support services to students in need of them and by individualization of instruction to better match learners' unique needs;

- increased attention to learning as being a context-bound, familial process; and

- encouragement of school restructuring.

The report also raised a concern about evaluating the innovative programs before they have enough time to achieve their intended results.

COST STUDIES

Senate Bill 351, passed by the 72nd Texas Legislature, calls for the Legislative Education Board and the Legislative Budget Board, together with the Texas Education Agency and the EEPC, to conduct biennial studies of various costs of education, beginning in September 1991. The results of those studies are to be used in recommending education appropriations for the following biennium. The Texas Education Agency submits cost estimates related to equity and fiscal neutrality to the Legislative Budget Board.

LONG-RANGE PLAN FOR TECHNOLOGY

The *Long-Range Plan for Technology of the Texas State Board of Education* was adopted by the board in 1988. Phase one of the plan extended through the 1991-92 fiscal year and progress on the first phase of the plan was reported to the Committee on Long-Range Planning in April 1991. The *Long-Range Plan for Technology* sought to accomplish seven actions to enhance equitable access to technology during the first phase of the plan. The actions include:

- *Technology Equipment Allotment:* An ADA-based technology allotment was established by Senate Bill 1, 71st Texas Legislature, and amended by Senate Bill 351, 72nd Texas Legislature. The technology allotment was initiated at $30 per ADA in the 1992 - 1993 school year, and increases to $50 per ADA in 1996 - 1997.

- *Expansion of the Foundation School Program to Include Technology:* Senate Bill 351 incorporated the technology allotment into Tier 1 of the Foundation School Program.

- *Electronic Information Transfer System:* TENET, the state education Electronic Information Transfer System was established and funded by Senate Bill 650, 71st Texas Legislature. TENET expands the Electric Pages Telecommunications Network, connecting educational institutions and professional organizations at the state, regional, and local levels. TENET allows the exchange of administrative and curricular information between system users.

- *Instructional Television Allotment:* This allotment, which sought to ensure that districts received public broadcasting and other instructional television services for supplemental course enrichment, was not funded by the legislature.

- *Support of District Purchase of Technology Systems:* The Texas Education Agency and the State Purchasing and General Services Commission (SPGSC) are piloting school district access to the SPGSC On-line Automated Contracts System to encourage district use of state contracts for the purchase of hardware and software.

- *State Board of Education Advisory Committee on Technology Standards:* A 15-member advisory committee on technology standards was appointed by the board in April 1991. The committee is charged with advising the board on standards related to quality, technical specifications, security, training, and service.

- *Hardware Standards:* The Advisory Committee on Technology is developing standards related to technology system hardware.

These actions to enhance access to technology were accompanied in phase one of the *Long-Range Plan for Technology* by a call to enhance the use of technology through increased research and demonstration programs. Central to the research and development effort is the Center for Educational Technology, a consortium of hardware, software, and other companies as well as schools, institutions of higher education, and the Texas Education Agency. Technology demonstration programs were funded in eight school districts as part of the pilot programs established by the 71st Texas Legislature.

An update on technology policy initiatives was presented to the board in November 1991. The focus of this report was on the creation of statewide infrastructures and standards development that will span the Texas public school system and facilitate links to national electronic education, research, and business systems.

ACADEMIC EXCELLENCE INDICATOR SYSTEM

The Academic Excellence Indicator System (AEIS) provides essential, accurate, and timely information on student achievement and accountability for school improvement and effective decision making at campus and district levels. AEIS indicators were developed based upon legislative mandate, as directed in Section 21.7531 of the *Texas Education Code* and board recommendation and approval. A list of current indicators in the system can be found in Exhibit 1.3 in Chapter One.

There are three major sources of data for the performance summaries contained in AEIS. The Public Education Information Management System (PEIMS), the statewide student assessment system, and contractors providing college admissions testing data. PEIMS contains student, teacher, and administrator data collected from school districts across a range of student enrollment, faculty experience, and demographic data. Financial information is also collected in PEIMS. The statewide student assessment program contains data collected from the Texas Assessment of Academic Skills (TAAS) test administrations and the state Norm-referenced Assessment Program. College admissions testing data comes from the SAT and ACT college admissions testing programs.

The Advisory Committee for the Development of Performance Indicators was charged by the board with developing an indicator system for the academic performance of Texas students. The advisory committee recommended, based on its review of research on education indicator systems, that the academic indicator system adopted by the board:

- use multiple variables rather than a single test or measure;
- provide valid reflections of student performance; and
- support further research and evaluation through the creation of defensible hypothetical data relationships.

The legislation that created the AEIS required the comparison of actual to expected school performance. To accomplish this mandate, maintain the focus of the system on a broad range of academic goals, and avoid comparing the performance of schools with differing resources, the advisory committee recommended grouping similar schools and districts together, based on demographic and economic variables found to affect academic achievement. The board adopted a grouping system in June 1991. As adopted by the board, the performance of each school is compared to a unique group of 100 similar schools. The variables used to create the groups of 100 schools are:

- percent of economically disadvantaged students in the school;
- percent of minority students;
- wealth of the district;
- percent of limited English proficient students; and
- percent of student mobility.

Two variables, district wealth and student mobility, were required by the enabling legislation.

The AEIS groups districts into 16 categories. The variables used for district grouping are:

- enrollment of the district;
- wealth; and
- percent of economically disadvantaged students served by the district.

Future Board Actions

As the board seeks a broader incorporation of research into state and local policy and practice, there is a need for the development of a comprehensive research plan that builds upon current areas of investigation, adequately funds long-term longitudinal studies, supports cooperative research at different levels of the public education system, and facilitates the communication of research results. The first look at pilot and innovative programs must be accompanied by sufficient time for both research and implementation to demonstrate their ability to effectively and efficiently achieve their targeted student outcomes. Board approval of future indicators of the Academic Excellence Indicator System will continue to strengthen it as a tool for planning and communication. The success in creating a technological infrastructure for Texas education must be supported by the provision of equipment and training to better prepare the state's classrooms for the 21st century.

Performance Measures

To measure state-level progress toward achieving Goal 8, Research, Development, and Evaluation, in the *Long-Range Plan for Public Education*, the board established the following performance measure:

- number of districts and schools implementing nontraditional or innovative programs.

DISTRICTS IMPLEMENTING NONTRADITIONAL OR INNOVATIVE PROGRAMS

As is evident throughout this evaluation, the board is encouraging innovations in education in a number of ways. Fundamental to these innovative efforts is the implementation of research-based programs that address student achievement and school improvement in a number of ways. Descriptions of initiatives fostering nontraditional and waiver-based programs are contained in the Performance Measures section of Goal Two.

In 1991, 33 Innovative Education Grant Program projects were funded; 26 new programs were funded in 1992. These programs address the goal of school improvement through a number of different routes. Most have focused on the elementary school.

School-to-school networks. An innovative realignment of the role of the Texas Education Agency and the use of research-based practices in a statewide professional development effort is the use of school-to-school networks, such as the Texas Middle School Network and the Partnership Schools Initiative. The focus of these networks is on schools working together to implement research-based instructional practices to achieve quality and equity in student performance.

With the advice and assistance of the Texas Education Agency and the regional education service centers, these networks are growing across the state. High school and elementary school networks will be established in 1993. One of the board's recommendations to the 73rd Texas Legislature is implementing a network anchored by schools that have been recognized through the Texas Successful Schools Awards System.

GOAL 9 COMMUNICATIONS

Communications among all public education interests will be consistent, timely, and effective.

Goal Summary

STATE-LEVEL ACTIONS SHOULD DISSEMINATE INFORMATION ABOUT STATEWIDE EDUCATIONAL NEEDS AND ACCOMPLISHMENTS TO THE PUBLIC, EXPAND TELECOMMUNICATION SYSTEMS, AND SELECT FOR RECOGNITION DISTRICTS OR SCHOOLS THAT DISPLAY OUTSTANDING ACHIEVEMENT.

Objectives Stated in the Long-Range Plan

9-1 Communicate state education policies, needs and performance to the Governor, the Legislature, students, parents, teachers, school administrators, and the public.

9-2 Determine public perceptions of local schools and provide complete and accurate information about development and achievements in the public school system.

9-3 Establish an effective integrated telecommunications system.

9-4 Recognize outstanding achievements by students, teachers, administrators, parents, businesses, staff, schools, and school districts.

State-Level Actions Specified in the Long-Range Plan

1. Disseminate to the public complete and timely information about educational needs and accomplishments using a variety of means appropriate to each audience, including print, telecommunications, and presentations. Reports include the Academic Excellence Indicator System, annual performance reports, and legislative reports. Annual performance reports will reflect pertinent district characteristics, including size and wealth.

2. Provide timely information on State Board of Education hearings and other actions so the public can respond.

3. Solicit public perceptions of educational issues and quality and report results of the appropriate officials and agencies.

4. Expand telecommunications systems, sites, and use. Steps include:

   a. Establish an information delivery system for exchange of many types of information, including text, images, and sound among the Texas Education Agency, Regional Education Service Centers, districts, schools, and other educational entities. Use the system for instructing students, training teachers, distributing materials, and transmitting data.

   b. Support public access to public education data and promote its effective use. Provide improved software and applications, expand user training and access, and develop standard reports and analyses.

5. Select for recognition schools or districts that display outstanding achievement according to specific criteria, including student performance that exceeds mastery of minimum skills.

Evaluation of State-Level Actions

Board members see one of the primary functions of the State Board of Education as providing a forum for public testimony about the initiatives, performance, and roles of the Texas public education system. Board committees request public hearings before many first readings of action items on monthly agendas; hold additional hearings to clarify the impact of proposed rules; and through activities of board-appointed task forces, seek public comment on the development of education policy at site visits and hearings held in schools and regional education service centers across the state.

COMMUNICATING DISTRICT AND CAMPUS INFORMATION

Board implementation of the Academic Excellence Indicator System (AEIS) has provided educators and the public with a valuable tool for analyzing campus, district, and state academic performance. Section 21.258 of the *Texas Education Code* requires districts to publish an annual report of their performance as measured by the AEIS and to hold a hearing for discussion of the performance report. The board established standards for reporting campus, district, regional, and state performance as it adopted the 1992 AEIS in February 1992. The board specified that information reported for each indicator include:

- performance of the total population;
- performance disaggregated by student groups;
- change in performance;
- state performance standards; and
- comparison group performance.

As adopted by the board, the reporting standards provide a format for district performance reports and can be instrumental in analyzing current levels of achievement, developing goals for the improvement of schools and districts, and redirecting education resources to accomplish these goals.

The board recognized that the legislative requirement of a single hearing regarding the district performance reports may not provide sufficient opportunities for public input in many communities. In February 1992, the board endorsed a Texas Education Agency proposal to implement three additional reporting methods with the 1992-93 AEIS reports. Under the proposal, reports would be available:

- at each campus and in selected locations, such as public libraries;
- at regional education service centers in on-line and paper formats; and
- on diskette.

TECHNOLOGY

Senate Bill 650, passed by the 71st Texas Legislature in 1989, authorized the establishment and maintenance of an electronic telecommunications system. In February 1991, the board approved an interagency contract with The University of Texas to implement the TENET (Texas Education Network) telecommunications system. TENET is a statewide electronic communications system whereby teachers and other education professionals, through the use of a computer, modem and toll-free or local telephone lines, can communicate with each other. TENET provides timely, cost-effective communications between and among school districts and the Texas Education Agency by offering educators electronic mail, bulletin boards, computer conferencing, and database access. The network provides access to a wealth of information from the agency, other state agencies, professional associations, agency files, on-line encyclopedias, and databases. TENET gives educators access to college and university libraries in Texas and around the world.

Classroom teachers can use the network to access instructional materials to enhance classroom lessons and to initiate computer conferences with educators in Texas and across the country. Through TENET, Texas educators have access to news and information services such as United Press International, the Cable News Network's CNN Daily Newsroom, NASA's Spacelink, McDonald Observatory's Star Date, United Nations News, Newsweek Lessons, and the Educational Resources Information Center (ERIC). An update on TENET, requested by the board in November 1991, provided information about the configuration and use of TENET. Exhibit 9.1 charts the growth of TENET use between August 1991 and August 1992.

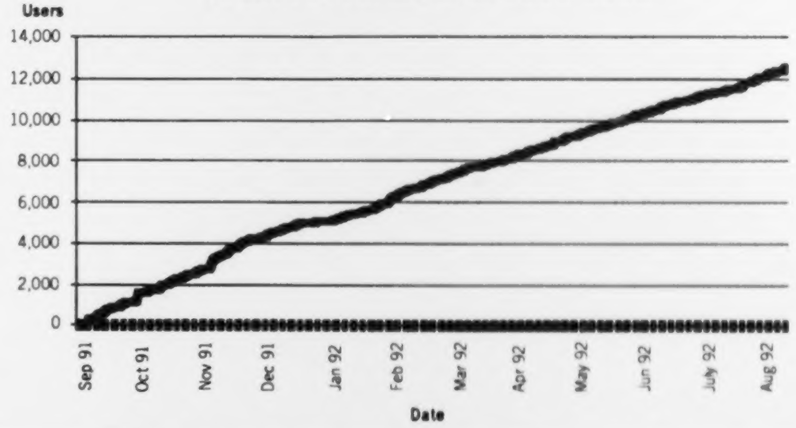
Another component of the state's integrated telecommunications system for education in T-STAR, the Texas School Telecommunications Access Resource. According to the November 1991 update presented to the board, T-STAR is designed to link the Texas Education Agency, Regional Education Service Centers, and school districts for the purpose of improving communications and supporting teleconferencing; delivering inservice training and distance learning; and providing technical assistance and administrative support. It is a statewide integrated telecommunications system that provides schools and regional education service centers access to one-way video and two-way audio services and full broadband services for delivering professional development and student instruction.

Phase One of the T-STAR implementation plan is to install 250 satellite television receiving systems in regional education service centers and school districts. Approximately one-half of the sites have been completed. The remaining sites are scheduled to be completed early in 1993. Phase Two of the implementation plan, occurring through 1993, includes the installation of 50 additional satellite systems. In early 1993, these satellite systems will be used to expand the agency's capacity to broadcast information via satellite.

T-STAR is authorized by Section 14.043 of the *Texas Education Code*. System imple-

EXHIBIT 9.1

Growth in TENET Use: 1991-1992



By the end of August 1992, TENET users had grown to over 12,000.

mentation is funded through the Technology Allotment Fund, established by the 72nd Texas Legislature. Costs of the program were $2.4 million through 1992 and are projected to be $1.2 million in the 1992-93 school year. Major activities of the T-STAR implementation program include:

- investigating an implementation plan for two-way digital communications to serve all districts;
- developing and expanding user training statewide; and
- Developing and expanding satellite services for schools.

RECOGNITION OF SCHOOL PERFORMANCE

The 71st Texas Legislature established the Governor's Educational Excellence Program in fiscal year 1989. The first awards were distributed to schools in fall 1990. This program was established to recognize and reaward schools with outstanding levels of achievement overall or any gain in performance over a three-year period.

The 72nd Texas Legislature amended the authorizing statute to create the Texas Successful Schools Awards System (TSSAS). TSSAS awards were established for nonmonetary recognition of schools exhibiting high performance overall and monetary recognition of schools with substantial gain in student achievement.

Under the criteria established for this initiative in 1991-92, schools that met the state standards on the Academic Excellence Indicator System *(see Exhibit 1.3 in Chapter One)* were eligible to apply for the high performance recognition awards. The campus planning committees of the schools receiving TSSAS monetary awards are charged with determining the use of the award funds. Approximately $10 million was awarded to 139 schools in 1990-91.

Future Board Actions

Future actions of the board will seek greater public input into the development of policy goals, facilitate public access to state, district, and campus performance information, and take the *Long-Range Plan for Technology* through its next phase of implementation.

Performance Measures

To measure state-level progress toward achieving Goal 9, Communications, in the *Long-Range Plan for Public Education*, the board has established the following performance measures:

- rate of use of state telecommunications systems; and
- public perception of public education.

USE OF STATE TELECOMMUNICATIONS SYSTEMS

Since its inception in August, 1991, more than 16,000 users are accessing TENET. They average 20,500 logins per week. More than 1,000 new users apply for a TENET account each month.

PUBLIC PERCEPTION OF PUBLIC EDUCATION

In 1992, as part of its charge to report on the status of high school education in Texas, the State Board of Education Task Force on High School Education conducted a survey of the public's perception of the academic and real-world preparation of Texas high schools students. The surveys were distributed to the general public and to such targeted populations as teachers, administrators and students on high school campuses, professional groups, and representatives of the business

EXHIBIT 9.2

Respondents to a Statewide Survey on the Academic Preparation of Texas High School Graduates

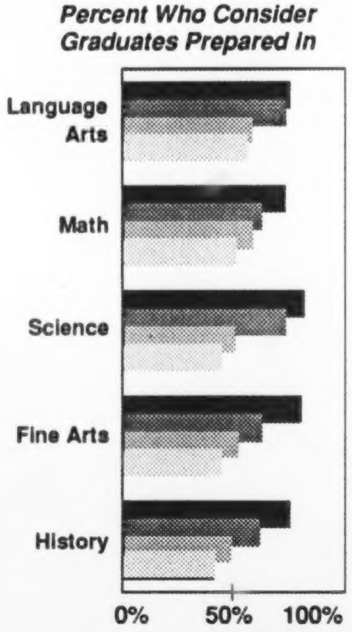
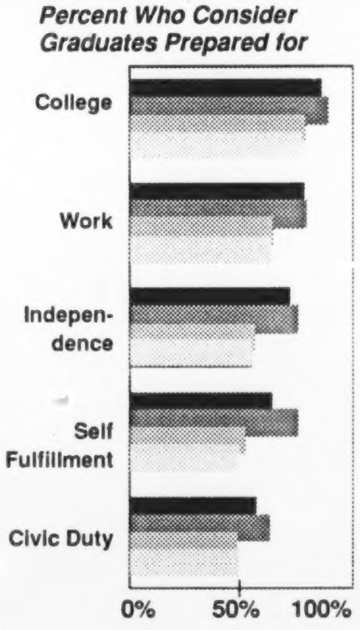

Percent Who Consider Graduates Prepared In

EXHIBIT 9.3

Respondents to a Statewide Survey on the Preparation of Texas High School Graduates for Post-Secondary Roles


Percent Who Consider Graduates Prepared for

■ HS Students
▨ HS Teachers
▨ Parents of HS Students
░ General public

community. Four groups of survey respondents were identified by the task force: high school students, high school teachers, parents of high school students, and the general public. Approximately 3,000 surveys were returned to the task force. Exhibits 9.2 and 9.3 show results of the survey. Exhibit 9.2 indicates the public perception of the academic preparation of Texas high school students. Exhibit 9.3 indicates the public perception of the preparation of Texas high school students for post-secondary roles.

Legislative Recommendations

To support high levels of student achievement, the board recommends that the 73rd Texas Legislature expand the Texas Successful Schools Awards System (TSSAS) to support a school improvement network. In this network, schools that were eligible for TSSAS awards and that had implemented a program of instruction that targeted educationally disadvantaged students would receive funds to provide peer support and assistance.

Future Actions of the State Board of Education

The following issues will be addressed by the board as it works over the next two years to achieve the goals and objectives of *Quality, Equity, Accountability: Texas State Board of Education Long-Range Plan for Public Education, 1991-1995.*

GOAL 1

STUDENT LEARNING

The efforts of Texas educators and policy makers have not succeeded in closing the gaps in academic performance among the state's demographic and special student populations. Board rules to implement grade-level and student policies must focus on achieving and sustaining high levels of academic performance for all students if Texas is to successfully meet the challenges of a dynamic future. In other actions over the next two years, the board will extend the statewide assessment program to incorporate a broader range of curriculum and measurements, expand its policy initiative to reach early childhood, elementary education, and special education students, and incorporate educational initiatives and legislative action in ways that maintain the state's focus on educational quality, equity, and accountability.

GOAL 2

CURRICULUM AND PROGRAMS

Over the next two years, the board will articulate outcome goals for Texas students. It will ensure that the state's curriculum anchors the development and adoption of textbooks used in Texas schools. The board will be challenged to rewrite the essential elements to support a state curriculum that is both well-balanced and results-based. Embedded in that reworking of the essential elements is the second challenge facing the board: developing a curriculum that is not only results-based, but interdisciplinary and developmentally appropriate.

GOAL 3

PERSONNEL

Redefining the roles and expectations for all players in professional development will be a primary concern of the board over the second biennium covered by this *Long-Range Plan*. As the board reviews the rules related to the professional training and development of teachers and administrators, it will address outcomes-based standards of professional preparation and training, the incorporation of campus planning and improvement into the professional development process, and standards of professional assessment and growth.

GOAL 4

ORGANIZATION AND MANAGEMENT

The period covered by this evaluation saw a restructuring of the Texas Education Agency to make it more responsive to the state's changing educational environment; increased authority for decision making at the campus level; and the initiation of a performance-based system of school accreditation. The second biennium covered by the *Long-Range Plan* will see refinement in the agency's organizational structure as it responds to challenges faced by educators in districts and campuses across Texas. Board action over this period must strengthen and support the nascent system of campus-based planning and decision making in the state. The board will also monitor and evaluate the effectiveness of the system of campus and district accountability for school performance.

GOAL 5

FINANCE

Of primary importance to the goals and objectives of the *Long-Range Plan* is the implementation of a public education finance system that is adequate, efficient, equitable, and constitutional. As the state frames a constitutional school funding system, the board will work to ensure that the Permanent School Fund supports quality education for every student in Texas public schools.

GOAL 6

PARENT RESPONSIBILITY

The success in meeting its *Long-Range Plan* objectives depends upon the board's ability to communicate the idea that meaningful parent and family involvement energizes student achievement. One avenue for articulating this idea is the development of a state-level plan and policy statement and to encourage parent and family involvement in education.

GOAL 7

COMMUNITY AND BUSINESS PARTNERSHIPS

Full educational success for all students involves a community-wide effort that draws upon the resources, services, and activities of a range of organizations, agencies, businesses, and institutions. The board will be challenged to develop a comprehensive strategy for community and business partnerships in education that encompasses a range of educational, health, and social services.

GOAL 8

RESEARCH, DEVELOPMENT, AND EVALUATION

As the board seeks a broader incorporation of research into state and local policy and practice, there is a need to develop a comprehensive research plan that builds upon current areas of investigation, adequately funds long-term longitudinal studies, supports cooperative research at different levels of the public education system, and facilitates the communication of research results. Board action regarding the Academic Excellence Indicator System must continue to strengthen it as a tool for educational planning and communication. The success in creating a technological infrastructure for Texas education will be supported by the provision of equipment and training to better prepare the state's classrooms for the 21st century.

GOAL 9

COMMUNICATIONS

Future actions of the board will seek greater public input into the development of policy goals, facilitate public access to state, district, and campus performance information, and take the *Long-Range Plan for Technology of the State Board of Education* through its next phase of implementation.

Academic Excellence Indicator System 1991-92 State Performance Report

The 1991-92 district and campus Academic Excellence Indicator System (AEIS) reports, including demographic profile data, were released in May 1992. The reports were supplemented with graphs of selected indicators in October 1992, district level software tools in November 1992, and interactive campus-level software tools in February 1993. The following information from the 1991-92 state-level AEIS report is included in this appendix:

- State Performance Report
- State Graphs
- Glossary *(includes performance report and profile section elements)*

The content, format, and variety of AEIS products will evolve as a result of modifications to the indicators, technology, and user response.

State Performance

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
1991-92 State Performance Report

Indicator:			State	African American	Hispanic	White	Economic Disadv.
Spanish TAAS Grd. 3 (91/92)							
Reading	% Passing		**55.7%**	47.1%	55.8%	46.2%	56.8%
	% Mastery		**27.8%**	17.6%	27.9%	20.5%	28.3%
Writing	% Passing		**42.0%**	25.0%	42.2%	43.6%	43.7%
	% Mastery		**17.9%**	0.0%	18.0%	25.6%	18.6%
Math	% Passing		**72.0%**	52.9%	72.2%	69.2%	73.2%
	% Mastery		**13.9%**	5.9%	13.8%	10.3%	14.1%
Spanish TAAS Grd. 3 (90/91)							
Reading	% Passing		**60.5%**	50.0%	60.4%	60.0%	60.5%
	% Mastery		**27.4%**	20.0%	27.2%	28.6%	27.3%
Writing	% Passing		**38.9%**	20.0%	38.9%	27.8%	39.4%
	% Mastery		**18.3%**	10.0%	18.1%	16.7%	18.6%
Math	% Passing		**65.0%**	45.5%	65.0%	71.4%	65.3%
	% Mastery		**15.8%**	9.1%	15.7%	8.6%	15.8%
TAAS Grd. 3 Current Year (91/92)							
Reading	% Passing	(90%)	**80.6% (-)**	70.6% (-)	71.5% (-)	88.5% (-)	70.2% (-)
	% Mastery		**53.7%**	40.0%	38.6%	66.0%	38.0%
Writing	% Passing	(90%)	**62.6% (-)**	49.4% (-)	51.9% (-)	72.3% (-)	50.1% (-)
	% Mastery		**18.4%**	10.7%	11.1%	24.6%	10.6%
Math	% Passing	(90%)	**85.3% (-)**	75.4% (-)	77.8% (-)	92.3% (+)	77.5% (-)
	% Mastery		**34.8%**	22.3%	24.8%	43.5%	24.1%
TAAS Grd. 3 Prior Year (90/91)							
Reading	% Passing		**80.2%**	70.6%	71.1%	88.1%	69.3%
	% Mastery		**47.5%**	33.5%	33.8%	59.3%	32.3%
Writing	% Passing		**67.0%**	55.6%	56.5%	76.0%	54.3%
	% Mastery		**23.1%**	14.3%	14.4%	30.2%	13.1%
Math	% Passing		**81.7%**	68.9%	72.9%	90.3%	71.9%
	% Mastery		**33.8%**	19.1%	21.6%	44.6%	20.8%
TAAS Grd. 5 Current Year (91/92)							
Reading	% Passing	(90%)	**62.5% (-)**	45.5% (-)	48.7% (-)	75.4% (-)	46.2% (-)
	% Mastery		**19.2%**	8.9%	10.0%	27.5%	9.0%
Writing	% Passing	(90%)	**77.2% (-)**	66.8% (-)	67.9% (-)	85.6% (-)	65.9% (-)
	% Mastery		**21.9%**	13.4%	13.7%	28.9%	12.1%
Math	% Passing	(90%)	**57.7% (-)**	37.4% (-)	44.9% (-)	70.6% (-)	41.9% (-)
	% Mastery		**15.9%**	6.6%	8.8%	22.3%	7.9%

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State Performance

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
1991-92 State Performance Report

Indicator:			State	African American	Hispanic	White	Economic Disadv.
TAAS Grd. 5 Prior Year (90/91)							
Reading	% Passing		**62.7%**	46.2%	49.1%	75.3%	46.0%
	% Mastery		**18.7%**	9.1%	9.7%	26.7%	8.4%
Writing	% Passing		**74.9%**	65.7%	66.3%	82.4%	64.0%
	% Mastery		**24.4%**	16.1%	16.6%	30.9%	14.6%
Math	% Passing		**55.9%**	35.2%	42.4%	69.4%	39.5%
	% Mastery		**15.0%**	5.3%	7.3%	21.9%	6.4%
TAAS Grd. 7 Current Year (91/92)							
Reading	% Passing	(90%)	**50.1% (-)**	31.5% (-)	33.9% (-)	64.9% (-)	31.6% (-)
	% Mastery		**9.4%**	3.4%	3.9%	14.3%	3.3%
Writing	% Passing	(90%)	**59.6% (-)**	42.0% (-)	46.8% (-)	72.0% (-)	43.2% (-)
	% Mastery		**19.4%**	8.5%	10.7%	27.4%	8.8%
Math	% Passing	(90%)	**50.9% (-)**	29.9% (-)	35.6% (-)	65.5% (-)	33.3% (-)
	% Mastery		**10.0%**	2.7%	3.8%	15.5%	3.3%
TAAS Grd. 7 Prior Year (90/91)							
Reading	% Passing		**44.2%**	26.9%	28.0%	58.5%	25.5%
	% Mastery		**9.4%**	3.6%	3.7%	14.2%	3.1%
Writing	% Passing		**61.9%**	45.3%	51.3%	72.8%	47.1%
	% Mastery		**19.5%**	8.2%	10.9%	27.5%	8.7%
Math	% Passing		**50.3%**	29.0%	34.7%	65.1%	32.0%
	% Mastery		**12.1%**	3.1%	4.7%	18.6%	4.1%
TAAS Grd. 9 Current Year (91/92)							
Reading	% Passing	(90%)	**59.5% (-)**	40.3% (-)	43.4% (-)	75.6% (-)	39.7% (-)
	% Mastery		**24.6%**	10.8%	12.2%	36.6%	10.6%
Writing	% Passing	(90%)	**62.4% (-)**	47.8% (-)	48.4% (-)	75.8% (-)	46.6% (-)
	% Mastery		**13.5%**	6.6%	6.7%	19.5%	5.7%
Math	% Passing	(90%)	**43.8% (-)**	22.3% (-)	28.1% (-)	59.6% (-)	25.8% (-)
	% Mastery		**10.5%**	2.7%	4.2%	16.2%	3.7%
TAAS Grd. 9 Prior Year (90/91)							
Reading	% Passing		**62.5%**	45.2%	48.0%	77.1%	44.6%
	% Mastery		**25.4%**	12.1%	13.4%	36.9%	11.9%
Writing	% Passing		**58.4%**	40.8%	47.1%	70.7%	44.0%
	% Mastery		**14.5%**	5.8%	7.3%	21.5%	6.0%
Math	% Passing		**44.2%**	22.5%	28.6%	60.1%	26.4%
	% Mastery		**11.1%**	2.7%	4.3%	17.4%	4.0%

State Performance

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
1991-92 State Performance Report

Indicator:			State	African American	Hispanic	White	Economic Disadv.
TAAS Exit	Current Year (91/92)						
All Tests	% Passing	(90%)	**48.6% (-)**	27.7% (-)	33.1% (-)	61.6% (-)	29.6% (-)
	% Mastery		**6.4%**	1.6%	2.3%	9.5%	2.0%
Reading	% Passing	(90%)	**72.0% (-)**	56.5% (-)	57.8% (-)	83.4% (-)	53.1% (-)
	% Mastery		**26.7%**	13.9%	14.6%	35.9%	12.8%
Writing	% Passing	(90%)	**78.2% (-)**	68.6% (-)	68.3% (-)	86.1% (-)	65.5% (-)
	% Mastery		**21.6%**	11.9%	12.3%	28.5%	11.0%
Math	% Passing	(90%)	**56.6% (-)**	34.1% (-)	42.2% (-)	69.0% (-)	39.3% (-)
	% Mastery		**15.8%**	4.9%	7.5%	22.0%	6.6%
TAAS Exit	Prior Year (90/91)						
All Tests	% Passing		**51.0%**	29.5%	35.5%	63.4%	31.1%
	% Mastery		**7.8%**	2.2%	3.5%	10.9%	2.8%
Reading	% Passing		**74.4%**	59.6%	59.6%	85.3%	54.0%
	% Mastery		**30.6%**	15.9%	17.6%	40.4%	14.0%
Writing	% Passing		**75.3%**	63.1%	65.6%	83.2%	62.2%
	% Mastery		**23.7%**	13.7%	15.6%	29.6%	13.5%
Math	% Passing		**60.7%**	38.1%	47.0%	72.1%	43.0%
	% Mastery		**18.6%**	6.9%	10.6%	24.6%	9.2%
% Student Attendance							
Current Year (91/92)		(97%)	**95.1% (-)**	n/a	n/a	n/a	n/a
Prior Year (90/91)			**95.7%**	n/a	n/a	n/a	n/a
Dropout Rate							
Current Year (90/91)		(1%)	**3.9% (-)**	4.8% (-)	5.6% (-)	2.7% (-)	3.7% (-)
Prior Year (89/90)			**5.1%**	6.7%	7.2%	3.5%	n/a
% Advanced Courses							
Current Year (91/92)			**3.3%**	n/a	n/a	n/a	n/a
Prior Year (90/91)			**3.4%**	n/a	n/a	n/a	n/a
Graduation Rate (90/91)		(99%)	**95.7% (-)**	88.1% (-)	88.1% (-)	93.1% (-)	85.2% (-)
% Graduates with Advanced Seal on Transcript (90/91)			**32.4%**	25.1%	25.4%	38.9%	21.2%

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
1991-92 State Performance Report

Indicator:		**State**	African American	Hispanic	White	Economic Disadv.
College Admissions Tests						
% At or Above Criterion Current Year (90/91)	(35%)	**14.5% (-)**	3.4% (-)	5.1% (-)	20.5% (-)	n/a
% Tested Current Year (90/91)	(70%)	**62.3% (-)**	54.5% (-)	48.9% (-)	67.5% (-)	n/a
Average SAT Total Score						
Current Year (90/91)		**873**	731	794	917	n/a
Prior Year (89/90)		**872**	732	795	914	n/a
Average ACT Composite Score						
Current Year (90/91)		**19.9**	17.1	17.9	21.1	n/a
Prior Year (89/90)		**19.8**	17.0	17.8	20.9	n/a

State Performance

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
1991-92 State Performance Report

Indicator:			State	Male	Female	Overage	Chapter 1	ESL/Bilingual	LEP	Special Education
Spanish TAAS Grd. 3 (91/92)										
Reading	% Passing		**55.7%**	50.5%	61.2%	50.8%	57.5%	56.9%	55.7%	36.7%
	% Mastery		**27.8%**	24.5%	31.5%	25.1%	28.0%	28.5%	27.8%	13.6%
Writing	% Passing		**42.0%**	37.8%	46.8%	34.7%	44.7%	43.6%	42.0%	31.1%
	% Mastery		**17.9%**	15.2%	20.9%	14.0%	19.6%	18.8%	17.9%	11.0%
Math	% Passing		**72.0%**	70.9%	73.6%	69.8%	73.3%	73.3%	72.0%	56.9%
	% Mastery		**13.9%**	13.2%	14.7%	13.9%	14.2%	14.2%	13.9%	8.8%
Spanish TAAS Grd. 3 (90/91)										
Reading	% Passing		**60.5%**	56.0%	65.2%	55.4%	58.3%	61.4%	60.5%	42.1%
	% Mastery		**27.4%**	24.4%	30.5%	25.5%	25.2%	28.1%	27.4%	15.3%
Writing	% Passing		**38.9%**	34.0%	43.9%	33.2%	38.3%	40.3%	38.9%	33.9%
	% Mastery		**18.3%**	15.3%	21.5%	14.5%	17.2%	19.1%	18.3%	14.7%
Math	% Passing		**65.0%**	64.3%	66.1%	62.5%	63.3%	66.1%	65.0%	53.4%
	% Mastery		**15.8%**	15.8%	15.9%	14.5%	14.2%	16.1%	15.8%	9.2%
TAAS Grd. 3 Current Year (91/92)										
Reading	% Passing	(90%)	**80.6% (-)**	77.5% (-)	83.7% (-)	64.8%	54.1%	53.8%	54.0%	64.9%
	% Mastery		**53.7%**	50.5%	56.8%	35.2%	22.1%	21.1%	21.3%	37.7%
Writing	% Passing	(90%)	**62.6% (-)**	57.1% (-)	68.0% (-)	44.5%	33.5%	35.0%	35.5%	44.4%
	% Mastery		**18.4%**	14.4%	22.3%	9.1%	4.3%	5.0%	5.0%	10.3%
Math	% Passing	(90%)	**85.3% (-)**	85.4% (-)	85.3% (-)	75.5%	68.1%	67.8%	67.7%	72.8%
	% Mastery		**34.8%**	35.2%	34.4%	23.2%	14.6%	18.7%	18.6%	23.7%
TAAS Grd. 3 (90/91)										
Reading	% Passing		**80.2%**	77.2%	83.3%	62.7%	53.1%	51.7%	52.0%	63.4%
	% Mastery		**47.5%**	44.6%	50.5%	28.6%	17.9%	17.3%	17.6%	32.9%
Writing	% Passing		**67.0%**	62.2%	71.9%	48.5%	38.4%	38.5%	38.8%	47.1%
	% Mastery		**23.1%**	18.8%	27.3%	11.0%	5.7%	5.9%	6.3%	12.9%
Math	% Passing		**81.7%**	82.0%	81.5%	69.7%	61.5%	61.1%	60.8%	67.9%
	% Mastery		**33.8%**	34.7%	33.0%	20.1%	12.3%	13.8%	13.7%	22.3%
TAAS Grd. 5 Current Year (91/92)										
Reading	% Passing	(90%)	**62.5% (-)**	59.4% (-)	65.4% (-)	38.7%	27.8%	19.6%	20.3%	37.4%
	% Mastery		**19.2%**	17.9%	20.4%	7.3%	2.8%	2.1%	2.1%	8.3%
Writing	% Passing	(90%)	**77.2% (-)**	72.8% (-)	81.5% (-)	56.4%	51.8%	37.9%	38.9%	49.6%
	% Mastery		**21.9%**	17.6%	26.2%	7.8%	4.6%	2.6%	2.8%	7.6%
Math	% Passing	(90%)	**57.7% (-)**	56.5% (-)	58.9% (-)	33.9%	25.3%	23.1%	23.5%	31.6%
	% Mastery		**15.9%**	16.1%	15.7%	6.0%	2.7%	2.9%	3.0%	6.1%

State Performance

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
1991-92 State Performance Report

Indicator:			State	Male	Female	Overage	Chapter 1	ESL/Bilingual	LEP	Special Education
TAAS Grd. 5 Prior Year (90/91)										
Reading	% Passing		**62.7%**	59.5%	65.8%	38.6%	26.8%	19.6%	19.6%	37.1%
	% Mastery		**18.7%**	17.3%	20.1%	6.8%	2.7%	2.1%	2.0%	8.3%
Writing	% Passing		**74.9%**	69.0%	80.5%	55.6%	49.2%	38.9%	38.9%	46.5%
	% Mastery		**24.4%**	18.9%	29.7%	9.2%	6.1%	5.0%	4.9%	8.9%
Math	% Passing		**55.9%**	55.3%	56.5%	31.3%	22.5%	21.7%	21.6%	28.3%
	% Mastery		**15.0%**	15.2%	14.8%	4.8%	1.9%	2.3%	2.1%	5.8%
TAAS Grd. 7 Current Year (91/92)										
Reading	% Passing	(90%)	**50.1% (-)**	48.7% (-)	51.5% (-)	25.6%	14.3%	7.1%	7.9%	18.4%
	% Mastery		**9.4%**	9.2%	9.6%	2.7%	0.8%	0.4%	0.4%	2.1%
Writing	% Passing	(90%)	**59.6% (-)**	52.7% (-)	66.3% (-)	34.4%	27.0%	13.7%	15.4%	21.0%
	% Mastery		**19.4%**	15.1%	23.6%	5.2%	2.5%	1.2%	1.5%	2.9%
Math	% Passing	(90%)	**50.9% (-)**	48.8% (-)	53.0% (-)	25.2%	16.6%	12.5%	13.2%	15.6%
	% Mastery		**10.0%**	9.8%	10.2%	2.3%	0.6%	0.7%	0.7%	1.6%
TAAS Grd. 7 Prior Year (90/91)										
Reading	% Passing		**44.2%**	43.4%	45.2%	21.1%	10.1%	5.7%	5.6%	14.7%
	% Mastery		**9.4%**	9.0%	9.8%	2.4%	0.7%	0.5%	0.4%	1.8%
Writing	% Passing		**61.9%**	53.8%	69.9%	38.4%	32.6%	20.0%	20.1%	22.7%
	% Mastery		**19.5%**	13.9%	24.9%	5.3%	2.7%	1.7%	1.6%	3.3%
Math	% Passing		**50.3%**	48.6%	52.0%	24.9%	16.0%	12.5%	12.2%	14.8%
	% Mastery		**12.1%**	12.2%	12.0%	3.0%	0.8%	0.9%	0.8%	1.8%
TAAS Grd. 9 Current Year (91/92)										
Reading	% Passing	(90%)	**59.5% (-)**	58.5% (-)	60.5% (-)	37.2%	23.6%	9.0%	10.3%	24.2%
	% Mastery		**24.6%**	24.5%	24.7%	10.0%	3.7%	1.0%	1.3%	6.4%
Writing	% Passing	(90%)	**62.4% (-)**	56.3% (-)	68.7% (-)	38.4%	34.7%	13.6%	15.0%	21.3%
	% Mastery		**13.5%**	9.8%	17.3%	2.9%	2.0%	0.6%	0.6%	1.4%
Math	% Passing	(90%)	**43.8% (-)**	44.0% (-)	43.8% (-)	20.3%	13.1%	9.0%	9.3%	10.7%
	% Mastery		**10.5%**	11.1%	9.9%	2.6%	1.0%	0.9%	1.0%	1.5%
TAAS Grd. 9 Prior Year (90/91)										
Reading	% Passing		**62.5%**	61.7%	63.4%	41.7%	28.1%	14.1%	15.1%	26.4%
	% Mastery		**25.4%**	25.1%	25.6%	10.6%	4.8%	1.8%	1.9%	7.0%
Writing	% Passing		**58.4%**	51.6%	65.3%	35.0%	32.7%	17.6%	18.9%	17.3%
	% Mastery		**14.5%**	10.6%	18.5%	3.0%	1.9%	0.9%	0.9%	1.6%
Math	% Passing		**44.2%**	44.3%	44.2%	20.5%	13.3%	9.8%	10.2%	11.2%
	% Mastery		**11.1%**	12.0%	10.2%	2.6%	1.3%	1.1%	1.2%	1.7%

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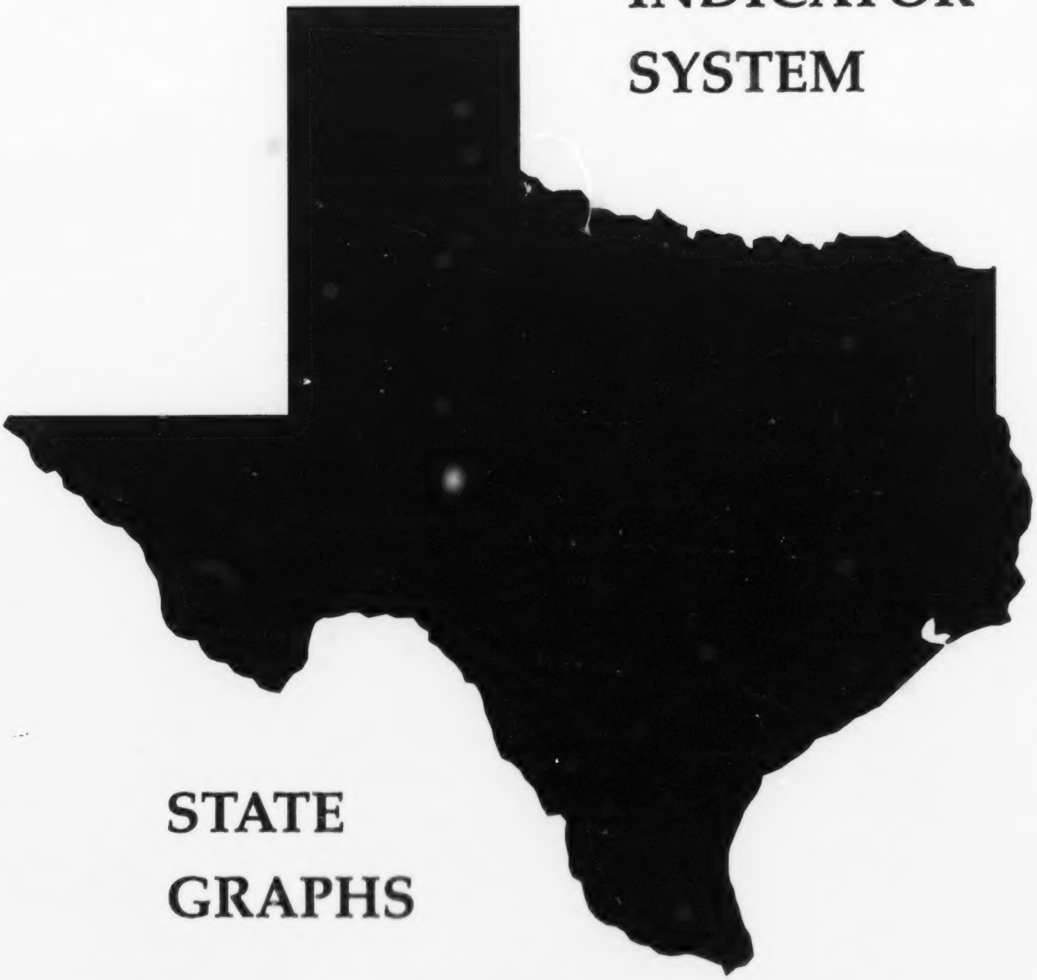
TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
1991-92 State Performance Report

Indicator:			State	Male	Female	Overage	Chapter 1	ESL/Bilingual	LEP	Special Education
TAAS Exit Current Year (91/92)										
All Tests	% Passing	(90%)	**48.6% (-)**	50.3% (-)	47.0% (-)	23.6%	15.0%	6.5%	8.2%	13.1%
	% Mastery		**6.4%**	6.5%	6.4%	1.0%	0.6%	0.1%	0.2%	0.6%
Reading	% Passing	(90%)	**72.0% (-)**	73.1% (-)	71.1% (-)	48.1%	35.7%	18.7%	20.8%	34.0%
	% Mastery		**26.7%**	27.2%	26.2%	10.0%	5.4%	2.0%	2.4%	7.1%
Writing	% Passing	(90%)	**78.2% (-)**	74.8% (-)	81.5% (-)	56.2%	53.9%	25.5%	30.0%	37.5%
	% Mastery		**21.6%**	17.5%	25.6%	5.6%	5.6%	1.2%	1.5%	3.2%
Math	% Passing	(90%)	**56.6% (-)**	60.6% (-)	52.9% (-)	32.4%	24.9%	21.8%	23.0%	18.8%
	% Mastery		**15.8%**	18.5%	13.2%	4.4%	2.5%	2.5%	2.6%	2.4%
TAAS Exit Prior Year (90/91)										
All Tests	% Passing		**51.0%**	51.5%	50.6%	23.1%	15.5%	7.3%	8.5%	13.5%
	% Mastery		**7.8%**	7.5%	8.1%	1.3%	1.0%	0.2%	0.3%	1.1%
Reading	% Passing		**74.4%**	74.0%	74.8%	50.0%	36.0%	19.8%	21.2%	35.3%
	% Mastery		**30.6%**	30.4%	30.9%	11.9%	6.7%	2.9%	3.3%	8.9%
Writing	% Passing		**75.3%**	72.2%	78.3%	51.7%	49.1%	24.1%	27.5%	32.1%
	% Mastery		**23.7%**	20.1%	27.1%	6.9%	5.9%	1.7%	2.4%	4.6%
Math	% Passing		**60.7%**	63.5%	58.1%	35.3%	27.1%	24.9%	24.8%	20.6%
	% Mastery		**18.6%**	20.0%	17.3%	6.0%	3.2%	3.5%	3.5%	3.6%
% Student Attendance										
Current Year (91/92)		(97%)	**95.1% (-)**	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Prior Year (90/91)			**95.7%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Dropout Rate										
Current Year (90/91)		(1%)	**3.9% (-)**	4.2% (-)	3.7% (-)	59.7%	2.7%	6.3%	6.3%	4.3%
Prior Year (89/90)			**5.1%**	5.5%	4.8%	n/a	n/a	n/a	n/a	5.8%
% Advanced Courses										
Current Year (91/92)			**3.3%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Prior Year (90/91)			**3.4%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Graduation Rate (90/91)		(99%)	**95.7% (-)**	89.7% (-)	92.3% (-)	80.1%	83.0%	71.0%	73.2%	72.2%
% Graduates with Advanced Seal on Transcript (90/91)			**32.4%**	31.3%	36.6%	11.9%	15.2%	4.6%	6.8%	2.1%

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
1991-92 State Performance Report

Indicator:		State	Male	Female	Overage	Chapter 1	ESL/Bilingual	LEP	Special Education
College Admissions Tests									
% At or Above Criterion									
Current Year (90/91)	(35%)	**14.5% (-)**	17.3% (-)	13.4% (-)	n/a	n/a	n/a	n/a	n/a
% Tested									
Current Year (90/91)	(70%)	**62.3% (-)**	63.5% (-)	67.4% (-)	n/a	n/a	n/a	n/a	n/a
Average SAT Total Score									
Current Year (90/91)		**873**	900	849	n/a	n/a	n/a	n/a	n/a
Prior Year (89/90)		**872**	902	845	n/a	n/a	n/a	n/a	n/a
Average ACT Composite Score									
Current Year (90/91)		**19.9**	19.9	19.8	n/a	n/a	n/a	n/a	n/a
Prior Year (89/90)		**19.8**	20.0	19.6	n/a	n/a	n/a	n/a	n/a

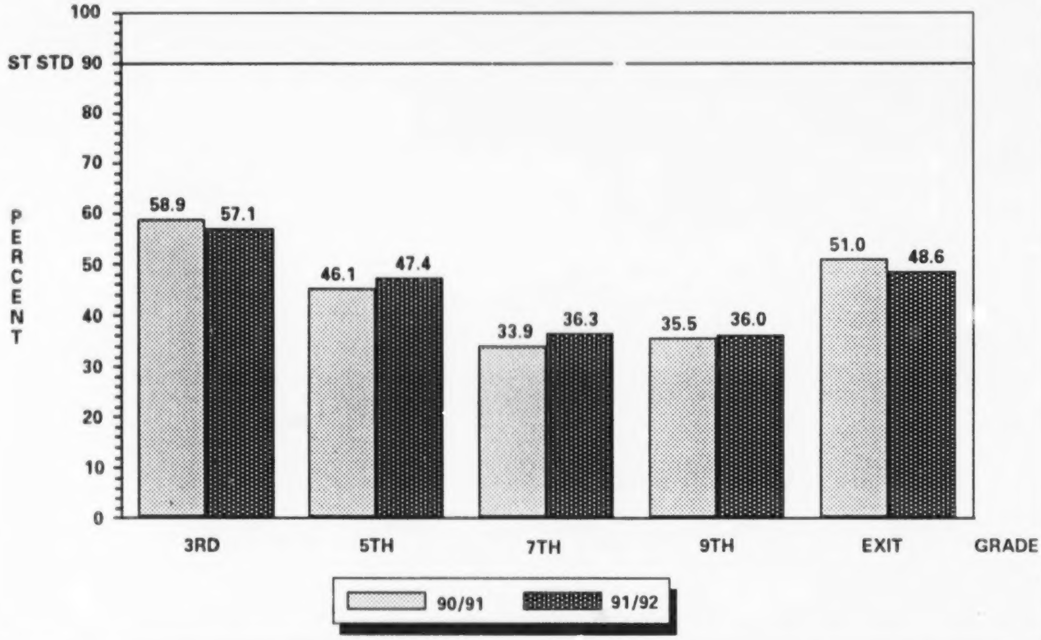
ACADEMIC EXCELLENCE INDICATOR SYSTEM



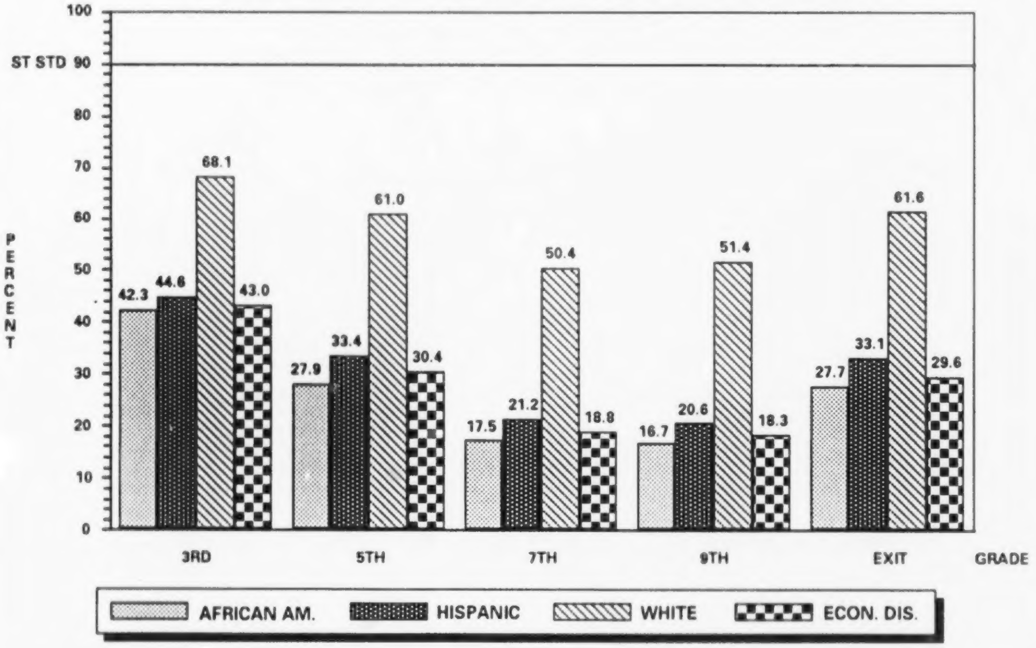
STATE GRAPHS

STATE GRAPHICS FOR THE AEIS

PERCENT OF STUDENTS PASSING TAAS — ALL TESTS TAKEN BY GRADE FOR CURRENT AND PRIOR YEAR

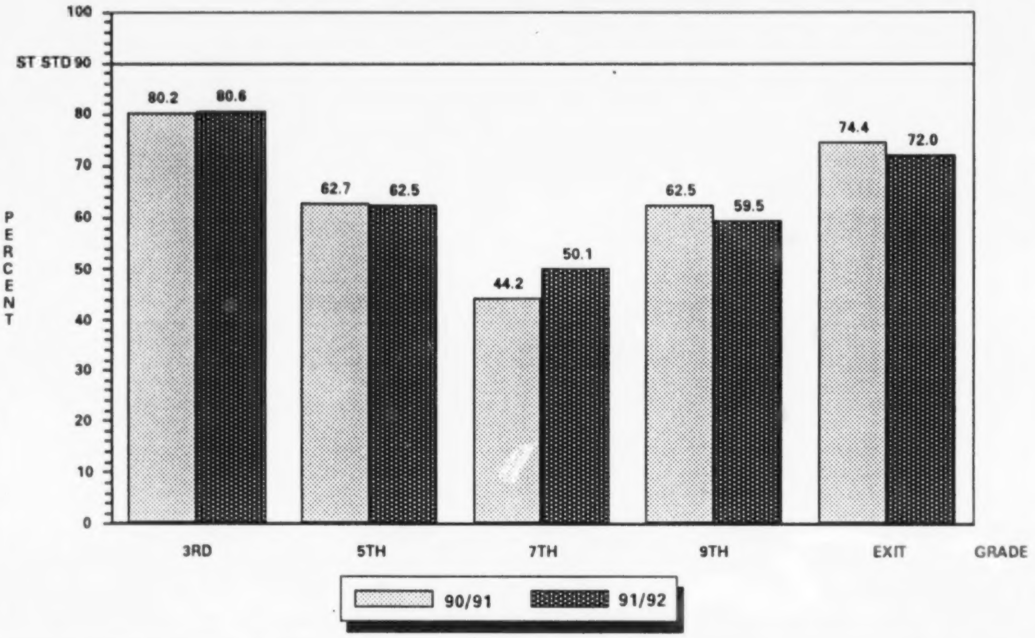


PERCENT OF STUDENTS PASSING TAAS — ALL TESTS TAKEN BY GRADE FOR ETHNICITY AND ECONOMIC DISADVANTAGE

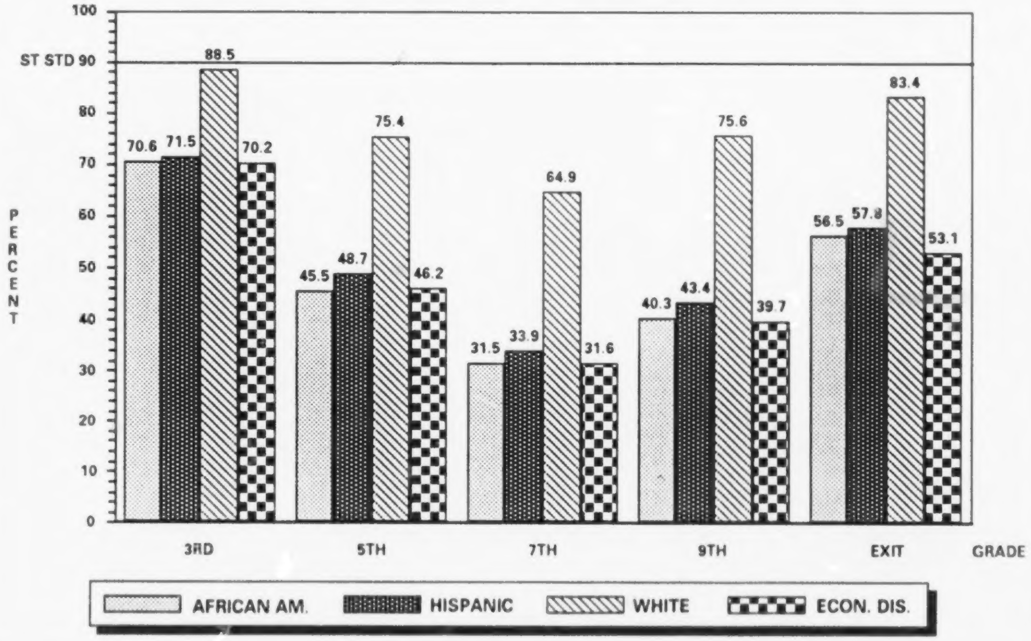


STATE GRAPHICS FOR THE AEIS

PERCENT OF STUDENTS PASSING TAAS — READING BY GRADE FOR CURRENT AND PRIOR YEAR

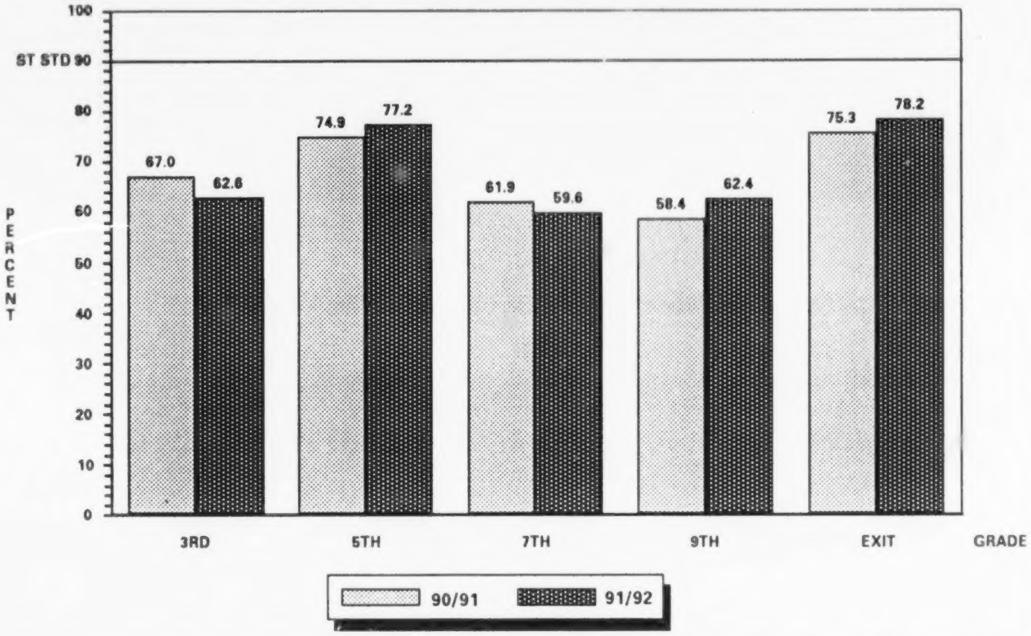


PERCENT OF STUDENTS PASSING TAAS — READING BY GRADE FOR ETHNICITY AND ECONOMIC DISADVANTAGE

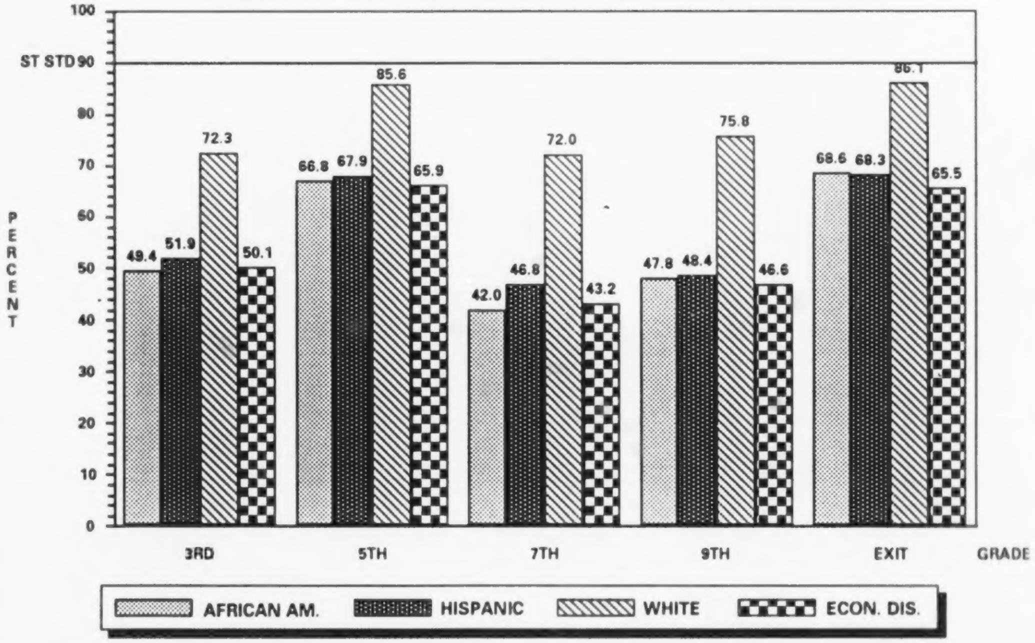


STATE GRAPHICS FOR THE AEIS

PERCENT OF STUDENTS PASSING TAAS — WRITING BY GRADE FOR CURRENT AND PRIOR YEAR

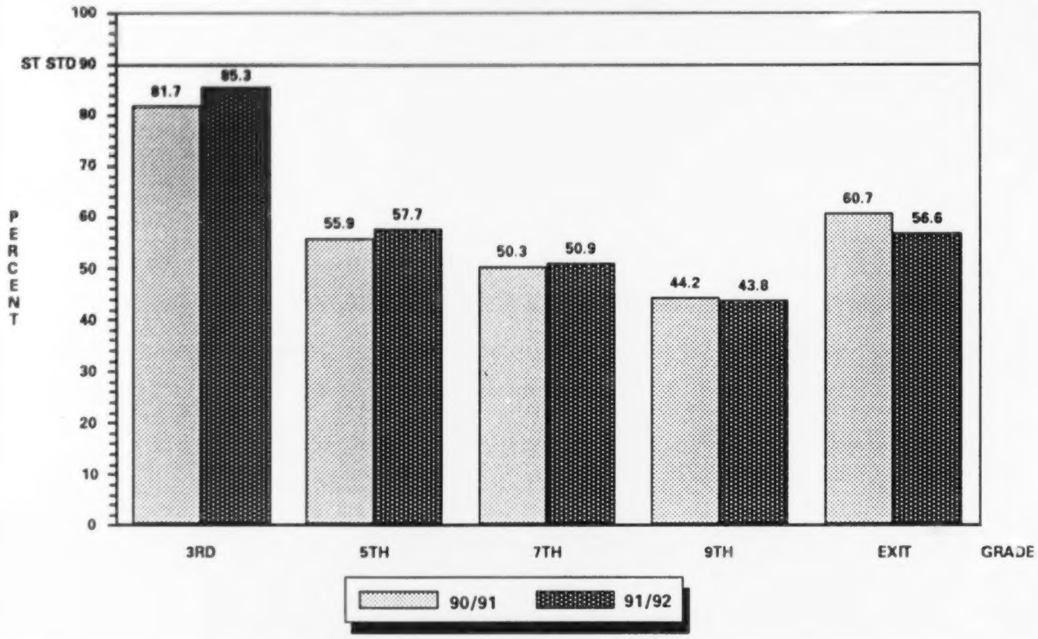


PERCENT OF STUDENTS PASSING TAAS — WRITING BY GRADE FOR ETHNICITY AND ECONOMIC DISADVANTAGE

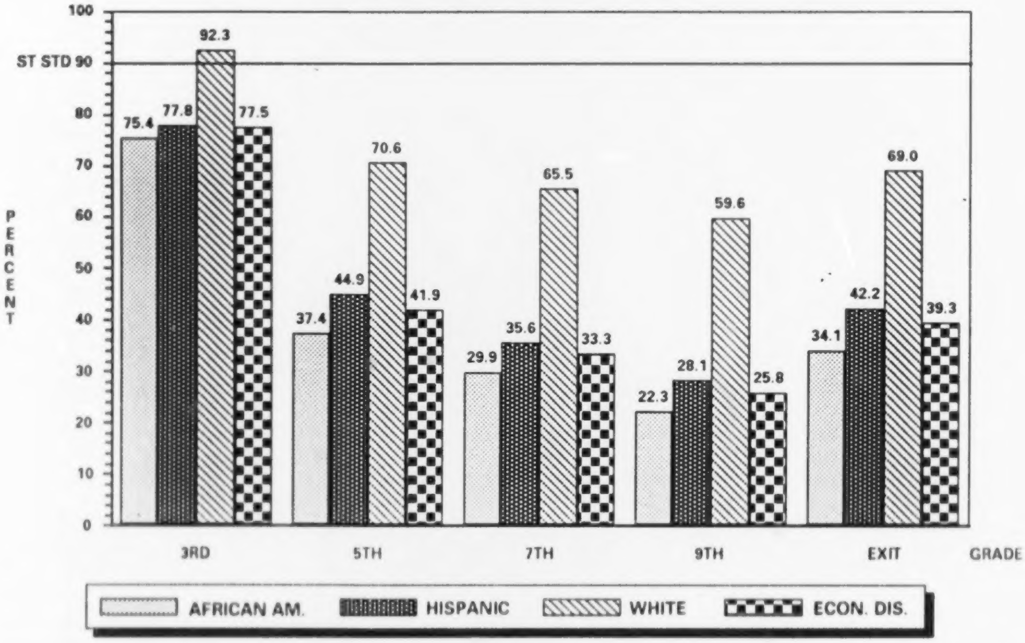


STATE GRAPHICS FOR THE AEIS

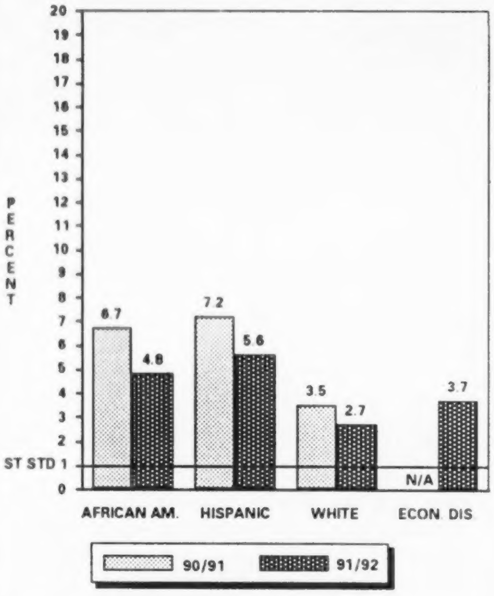
PERCENT OF STUDENTS PASSING TAAS — MATH
BY GRADE FOR CURRENT AND PRIOR YEAR

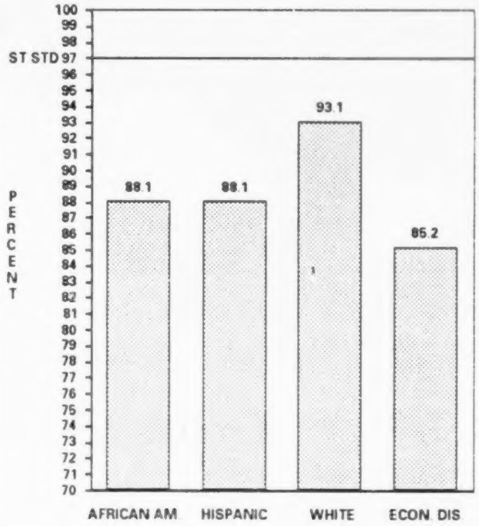


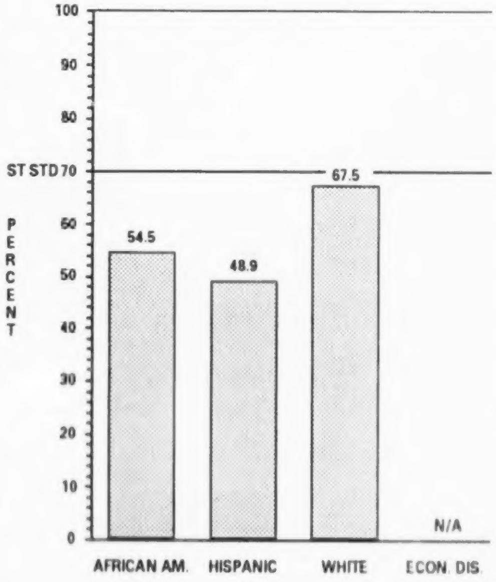
PERCENT OF STUDENTS PASSING TAAS — MATH
BY GRADE FOR ETHNICITY AND ECONOMIC DISADVANTAGE

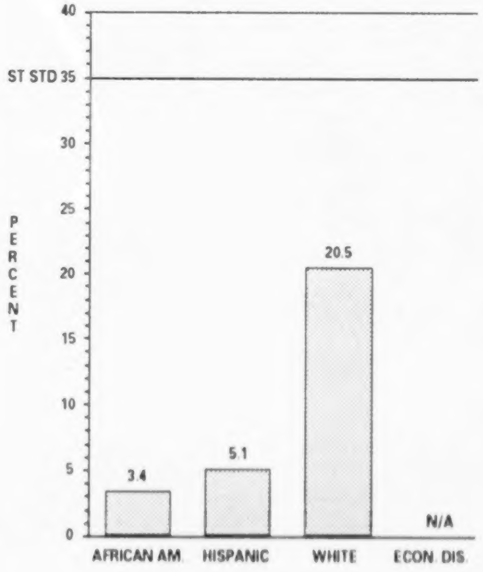


STATE GRAPHICS FOR THE AEIS


DROPOUT RATE
BY SUBGROUP FOR CURRENT AND PRIOR YEAR


GRADUATION RATE
BY ETHNICITY AND ECONOMIC DISADVANTAGE


COLLEGE ADMISSIONS TESTS
% HIGH SCHOOL GRADUATES TESTED
BY ETHNICITY


COLLEGE ADMISSIONS TESTS
% HIGH SCHOOL GRADUATES AT OR OVER CRITERION
BY ETHNICITY

Glossary

Academic Excellence Indicator System: 1991-92 Report

Advanced Courses	Enrollment in advanced academic courses is calculated from teacher responsibility records. Because individual student enrollment in advanced courses is not available, the values may be based on duplicated counts of students — they may not represent the actual percent of students enrolled in at least one advanced course. The values are calculated as the number of students enrolled in each advanced academic class divided by the number of students enrolled in all academic courses. A single student may be counted several times in each category, thus producing a duplicated (and lower) count. For the 1991-92 reports, these values are calculated for schools which include grades 9 and above. *See Appendix C: List of Advanced Courses. (Source: PEIMS, Oct. 1991 and Oct. 1990)*
Advanced Seal on Transcript	The percent of graduates who received an advanced seal on their transcript is calculated as the number of 12th graders who received an advanced seal in 1991, divided by the total number of 12th graders reported as graduates. NOTE: In the 1990-91 AEIS report, this indicator did not show the percent of students actually receiving the seals, but, rather, the percent who were *expected* to receive them. For this reason, only current year values are given on this report. *(Source: PEIMS, Oct. 1991 and Oct. 1990)*
Attendance	Average daily attendance is calculated from the second six-weeks reporting period as the total number of days students were present divided by the total number of days membership. Students in grades Early Education and/or Prekindergarten through 12th are included in the calculations. NOTE: This formula is slightly different from that used in the 1990-91 AEIS report; therefore, the values reported for prior year on the current report will be the same or higher than those reported last year. *(Source: Principal's Report of Pupil Attendance and Contact Hours, Fall 1991 and 1990)*
Auxiliary Staff	*(from District Profile Section)* This shows the Full Time Equivalent (FTE) count of staff reported without a role but with a PEIMS employment and payroll record. Counts of auxiliary staff are expressed as a percent of total staff. For auxiliary staff, the FTE is simply the value of the percent of day worked expressed as a fraction. *(Source: PEIMS, Oct. 1991)*

Average Actual Salaries	For each staff type, the total salary is divided by the total FTE count of staff who receive that salary. The total actual salary amount is pay for regular duties only (base pay) and does not include any supplements. For example, career ladder supplements are not included. *(Source: PEIMS, Oct. 1991)*
Average Experience of Teachers	Weighted averages are obtained by multiplying each teacher's FTE count by years of experience. These amounts, when summed for all teachers and divided by the total teacher count, result in the averages shown in the Profile Section. Average experience refers to the total number of years of teaching experience for the individual, while average experience with a district refers to tenure, i.e., the years employed in that district. *(Source: PEIMS, Oct. 1991)*
Average Teacher Salary by Years of Experience	Total base pay for teachers within each experience group is divided by the total teacher FTE for the group. Total teacher base pay is the actual salary amount earned for regular duties. No supplement amounts are included. Career ladder supplements are not included. *(Source: PEIMS, Oct. 1991)*
Campus Group	Each school has a unique comparison group of 100 schools. To determine the comparison groups, a composite index was computed using five demographic variables: 1) percent of economically disadvantaged students (weighted 40%); 2) percent of minority students (weighted 40%); 3) district wealth (weighted 10%); 4) student mobility (weighted 5%); and 5) percent of limited English proficient students (weighted 5%). The value given in the Campus Group column is the *median* score. (The median is defined as that point in a distribution of scores, above and below which one-half of the scores fall.) *See Economically Disadvantaged, Minority Students, District Wealth, Limited English Proficient, and Mobility.*
Chapter 1	These students are eligible for, or receiving instructional and/or support services supplemental to the foundation program through a Chapter 1 compensatory program. An eligible student is: 1) educationally disadvantaged; 2) neglected or delinquent; 3) migrant; or 4) participating in a school-wide Chapter 1 project. *(Source: PEIMS, Oct. 1991, Oct. 1990, and TEA Division of Student Assessment)*
Class Size by Subject Area	*(from District Profile Section)* This value shows the number of classes and the average class size for elementary and selected secondary classes. Elementary class size averages were calculated by summing the number of students

Class Size by Subject Area *(cont.)*

served and dividing by the total number of classes. Counts of secondary classes were calculated by computing the total time spent on a subject area and dividing by a standard class period of 50 minutes. Secondary average class size is the number of students served divided by this calculated count of classes. *(Source: PEIMS, Oct. 1991)*

College Admissions Tests

These include the Scholastic Aptitude Test (SAT) and the Enhanced ACT of the American College Testing Program. Three values were calculated for this indicator:

1) the average score for each (SAT total and ACT composite), shown for current and prior year;
2) The percent of graduating seniors who scored at or above the criterion score on either test (1000 on the SAT and 25 on the ACT), shown for current year only; and
3) the percent of graduating seniors who took either college admissions test, shown for current year only.

(Source: Educational Testing Service (SAT), American College Testing Program (ACT), and PEIMS, Oct. 1991)

Cooperative Information

(from District Profile Section) Staff - Individuals were identified as participants in a cooperative if their assigned campus number belonged in a district different from their employing district, or if they were reported with a campus number of 701. Only the portion of a person's total FTE amount associated with the campus in another district (or with the 701 record) was counted as cooperative. Cooperative auxiliary staff are those auxiliary staff with payroll amounts reported in the Trust and Agency Fiduciary Fund Group. None of these staff counts are included in any other Profile statistics.

> *Financial* - Cooperative information is categorized into two groups: total revenues by source and total expenditures by object. None of these financial amounts are included in any other Profile statistics.
>
> *Total revenues* is the total for all revenues budgeted with fund codes indicating State Funded Cooperatives or Federally Funded Cooperatives.
>
> *Total Expenditures* is the total for all expenditures budgeted with fund codes indicating State Funded Cooperatives or Federally Funded Cooperatives.
>
> *Instructional Operating Expenditures* are budgeted with State Funded Cooperatives or Federally Funded Cooperatives fund classifications.

See Revenues by Source, Expenditures, Instructional Operating Expenditures, and Appendix B (Source: PEIMS, Oct. 1991)

Criterion Score	This refers to the college admissions tests — a score of 25 on the ACT (composite) or 1000 on the SAT (total).
Current Year	These are the most recent values available for a given indicator.
Distribution of Teacher Appraisal Scores	*(from District Profile Section)* The total FTE count of teachers receiving an appraisal score within each of the ranges is shown. The average appraisal score is not presented for any of these categories. In 1991-92, teacher appraisal scores ranged from .1 to 184. The first range (.1 - 135.9) represents three categories: *unsatisfactory, below expectation,* and *meets expectation.* The second range (136 - 159.9) represents a rating of *exceeds expectation.* The third range (160 - 184) represents a performance rating of *clearly outstanding. (Source: PEIMS, Oct. 1991)*
District Group	Each district is assigned to a group based on its enrollment, wealth, and percent of economically disadvantaged students. These classifications create 16 different groups by dividing districts into four size categories, two wealth categories (above and below state average), and two economically disadvantaged categories (above or below 40 percent). The six special districts having no taxable property wealth comprise a separate (17th) group. *See Total Enrollment, Economically Disadvantaged, and District Wealth.*
District Wealth	Wealth is represented by 10 categories (plus one for special districts), defined as the total taxable property value divided by total enrollment in a school district. Note that in this report, wealth is based on *preliminary* taxable values for tax year 1991. The categories are: 1) under $76,388; 2) $76,388 to $90,217; 3) $90,218 to $106,836; 4) $106,837 to $126,206; 5) $126,207 to $141,992; 6) $141,993 to $166,017; 7) $166,018 to $204,637; 8) $204,638 to 260,702; 9) $260,703 to $439,143; and 10) over $439,143. *Source: State Property Tax Board and PEIMS, Oct. 1991 (for enrollment).*
Dropout	According to *Texas Education Code* Section 11.205, ". . . dropout means a student: (1) who does not hold a high school diploma or the equivalent; (2) who is absent from public school in which the student is enrolled for a period of 30 or more consecutive days; and (3) whose attendance

Dropout *(cont.)*	within that period at another public school or a private or parochial school cannot be evidenced."
Dropout Rate	The dropout rate is calculated as the number of dropouts at each grade, 7 through 12, divided by the number of students enrolled in each grade, 7 through 12. *(Source: PEIMS, Oct. 1991, Oct. 1990, and Oct. 1989; 1989-90 Fall Survey of Students)*
Economically Disadvantaged	The percent of economically disadvantaged students is calculated as the sum of the students eligible for free or reduced-price lunch or eligible for other public assistance, divided by the total number of students enrolled in the school. *(Source: PEIMS, Oct. 1991, Oct. 1990, and TEA Division of Student Assessment)*
Educational Aides	Educational aides are staff who are reported with a role of 033. FTE counts of educational aides are expressed as a percent of the total staff FTE. *(Source: PEIMS, Oct. 1991)*
Enrollment by Grade	For the Campus Profile, percentages are calculated by dividing the enrollment for each grade by the total enrollment at that school. For the District Profile, percentages are calculated by dividing the enrollment for each grade group by the total enrollment in the district. *(Source: PEIMS, Oct. 1991)*
ESL/Bilingual	Students who are served by either a bilingual or ESL program. *See Student Enrollment by Program. (Source: PEIMS, Oct. 1991, Oct. 1990, and TEA Division of Student Assessment)*
Ethnic Distribution	Students are reported as White, African American, Hispanic, and Other (Asian, Pacific Islander, or Native American). On the Profile Section, these values are expressed as a percent of total enrollment as well as an actual number. Note that "Other" is not reported on the Performance Section. (This information is available from TEA.) *See Campus Group. (Source: PEIMS, Oct. 1991, Oct. 1990, Educational Testing Service, American College Testing Program, and TEA Division of Student Assessment)*
Exclusions	*(from District Profile Section)* These are selected revenue and expenditure amounts that have been omitted from the other financial information presented. These amounts are separated to provide a more equalized financial picture. *Total Capital Projects Fund Revenues* - the total of all revenues budgeted in the Capital Projects Fund. *Expenditures* - the total of all expenditures budgeted in the Capital Projects Fund. *Tuition Transfers* - Tuition Services, Transportation Services, and Other Services. If there are no expenditures for Tuition Services, then Transportation Ser-

Exclusions *(cont.)*

vices and Other Services are not excluded. *Adult Basic Education* - expenditures budgeted in the Adult Basic Education Fund. *See Appendix B. (Source: PEIMS, Oct. 1991)*

Expenditures by Function

(from District Profile Section) Expenditures for groups of functions are expressed as a percent of total expenditures:

Instruction - all activities dealing directly with the instruction of pupils, including instruction through the use of computers

Instructional Administration - the management and improvement of the quality of instruction and the curriculum

Campus Administration - the operation and management of a school

Central Administration - the general administration activities of the district, the development of personnel and curriculum, and data processing services

Support - instruction-related services such as media and library materials, and pupil services such as counseling, promotion of attendance, and health services

Plant Services - physical plant maintenance and operation

Other - pupil transportation, food services, and co-curricular activities

Debt Service - bond and lease/purchase principal, and all types of interest

Capital Outlay - facilities acquisition/construction not made from the capital projects fund

Community (ancillary) Services - activities involving all the community

(Source: PEIMS, Oct. 1991)

Expenditures by Object

(from District Profile Section) Budgeted expenditures for groups of objects are expressed as a percent of total expenditures.

Payroll - these are payroll expenditures for instruction, support, administration, plant services, and other staff functions.

Other Operating - purchased and contracted services, supplies and materials, and all other operating expenditures.

Non-Operating - debt service and capital outlay not made from the capital projects fund.

(Source: PEIMS, Oct. 1991)

FTE	Full Time Equivalent.
Graduation Rate	Graduation rate is calculated as the reported number of 12th graders who graduated in 1990-91, divided by the total number of 12th graders enrolled in the fall of 1990. Rates for Special Education students are listed separately. Prior year values are not available, as those reported in last year's AEIS were *expected* graduates, rather than actual graduates. Note that the percent shown for Campus might be higher than for any of the subgroups. This is because no demographic data were available for 4%-5% of the graduates. *(Source: PEIMS, Oct. 1991 and Oct. 1990)*
Group Index	The grouping index used in the demographic group listing is calculated in three steps: First, a standard score is computed for each of the five demographic variables. Then, each standard score is multiplied by its appropriate weighting. The sum of these is the target school's grouping index. The index is then used to place the target school on a demographic continuum of all schools. **The group index in no way implies a ranking of schools by performance.** *See Campus Group, Economically Disadvantaged, Minority Students, Wealth, Limited English Proficient, and Mobility.*
Instructional Operating Expenditures	These are budgeted operating expenditures for only those activities which deal directly with the instruction of pupils. Instructional operating expenditures per pupil is this amount divided by total enrollment. *See Appendix B. (Source: PEIMS, Oct. 1991)*
Instructional Operating Expenditures by Program	These are budgeted instructional operating expenditures categorized by the individual program (regular, special, compensatory, vocational, bilingual/ESL, gifted and talented, and other) for which they were expended. Percents shown are the percent of total instructional operating expenditures. *See Appendix B. (Source: PEIMS, Oct. 1991)*
Minority	These percents are calculated as the sum of all non-white students (African American, Hispanic, Asian, Pacific Islander, and Native American) divided by the total number of students enrolled in the school. For grouping purposes, percent minority is weighted 40%. *See Campus Group. (Source: PEIMS, Oct. 1991 and Oct. 1990)*
Mobility	Mobility is calculated as the sum of students taking the TAAS who were reported as enrolled in the district or any district in Texas for two years or less divided by the total number of students taking the TAAS. For grouping purposes, percent mobility is weighted 5%. *See Campus Group. (Source: TEA Division of Student Assessment)*

n/a	This indicates data that are not available or are not applicable.
NAPT	The Norm-Referenced Assessment Program for Texas was first given in April of 1992. It will not be reported on the AEIS until 1993.
Operating Expenditures	The total of all operating expenditures with the exception of expenditures budgeted for the functions of Debt Services, Facilities Acquisition & Construction, and Community (Ancillary) Services. Operating Expenditures per Pupil is total operating expenditures divided by total enrollment. *See Appendix B. (Source: PEIMS, Oct. 1991)*
Operating Expenditures by Function	*(from Campus Profile Section) Instruction:* budgeted expenditures for all activities dealing directly with the instruction of pupils, including instruction through the use of computers. *Instructional Administration:* budgeted expenditures for the management and improvement of the quality of instruction and the curriculum. *Campus Administration:* budgeted expenditures for the operation and management of a school. *Other Campus Costs:* budgeted expenditures for pupil transportation, food services, and co-curricular activities, and expenditures for the development of personnel and curriculum. *See Appendix B. (Source: PEIMS, Oct. 1991)*
Overage	For the purposes of the AEIS, students are considered overage if their birthday is prior to September 1 of the year appropriate to the grade in which they are enrolled. *(Source: PEIMS, Oct. 1991, Oct. 1990, and TEA Division of Student Assessment)*
Professional Staff	This is a full-time equivalent (FTE) count of teachers, professional support staff, and campus administrators. (On the District Profile this count also includes central administrators.) Staff are grouped according to the PEIMS roles reported for them. Each type of professional staff is shown as a percentage of the total staff (FTE) of all staff (professional and para-professional). *See Appendix A. (Source: PEIMS, Oct. 1991)*

Revenues by Source	*(from District Profile Section)* Budgeted revenues for groups of object categories are expressed as a percent of total revenue. *Local and CED Tax* - district income from ad valorem property taxes, including County Education District (CED) taxes. In some cases CED revenues were estimated from tax information obtained through a survey. *Other Local and Intermediate* - payments for services to other districts, tuition and fees from students, transfers from within the state, revenue from cocurricular and enterprising activities, all other local sources, transfers from intermediate sources (county), and transfers from outside the state. *State* - per capita and foundation program entitlements, revenue from other state-funded programs, and revenue from other state agencies. *Federal* - revenue received directly from the federal government and distributed by TEA for vocational education, programs for educationally disadvantaged children (Education Consolidation and Improvement Act and Elementary and Secondary Education Act), food service programs, and other federal programs. *See Appendix B. (Source: PEIMS, Oct. 1991)*
School Type	For purposes of demographic grouping, schools are divided into four classifications based on lowest and highest grades offered at the school: Elementary, Middle, Secondary, and both Elementary/Secondary (K-12).
Special Education	This refers to those students who are served through a special education program. Performance of special education students on TAAS, Graduation Rate, and Graduates with Advanced Seals is reported separately and not included in the calculation of campus-level values. For all other indicators where special education information is available, performance of the students is included in the calculation of campus-level values. *(Source: PEIMS, Oct. 1991, Oct. 1990, and TEA Division of Student Assessment)*
Standardized Local Tax Base *(Comptroller Valuation)*	*(from District Profile Section)* This shows the district's total taxable property value as estimated by the Comptroller's Property Tax Division (Comptroller Valuation). *Value per Pupil* - total taxable property value divided by total enrollment. This per pupil figure is often referred to as "wealth." *Percent Value by Category* - shows aggregates of individual property tax categories expressed as a percent of the total market, or taxable, value of all property. NOTE: Values shown are preliminary, not final, for tax year 1991. *(Source: Texas Comptroller of Public Accounts, Jan. 1992)*

Standardized Tax Rates *(Comptroller Valuation)*	*(from District Profile Section)* This shows a rate calculated using property value equalized to 100 percent of market value by the Comptroller's Property Tax Division. The components of the total standardized tax rate are calculated by dividing the levy amounts by the Comptroller's taxable value. The total standardized rate is the sum of the school district M&O, the CED (also for M&O), and the I&S standardized rates. For a few districts, levy amounts were adjusted based on a telephone survey. Rates are expressed per $100 of market, or taxable, value. *(Source: Texas Comptroller of Public Accounts, Jan. 1992)*
State Standard	The State Board of Education set a standard for excellence for five of the indicators as follows: TAAS - 90% of students passing; Attendance - 97%; Dropout Rate - less than or equal to 1%; Graduation Rate - 99%; College Admissions Tests - 35% of graduates scoring above the criterion score and 70% of graduates taking either the SAT or the ACT. A (+) next to the value indicates that the standard was met for that particular indicator; a (-) indicates that the standard was not met.
Student Enrollment by Program	Students are identified as served through the special, vocational, bilingual/ESL, or gifted and talented education programs. The percentages may reflect duplicate counts, as a student may be enrolled in more than one program. *(Source: PEIMS, Oct. 1991)*
Student/Teacher Ratio	This reflects the total enrollment divided by the total teacher FTE count. *(Source: PEIMS, Oct. 1991)*
TAAS *(Texas Assessment of Academic Skills)* test	This criterion-referenced test currently measures student achievement in reading, writing, and mathematics at grades 3, 5, 7, 9, and 11 (Exit). Scores for Special Education students are not included in the values shown for Campus and the other subgroups. *(Source: National Computer Systems and TEA Division of Student Assessment)*
TAAS Spanish test	This test includes reading, writing, and math sections and is available for Spanish-speaking third-graders.
TAAS, Mastery of all Objectives	This sub-indicator shows the percent of students who have mastered all objectives on the writing, reading, and mathematics tests. Mastery of the objectives measured by the written composition part of the writing test requires a rating of 3 or 4. *(Source: National Computer Systems and TEA Division of Student Assessment)*

TAAS, Passing	This sub-indicator shows the percent of students meeting the minimum expectations on each TAAS test taken. The standard for meeting minimum expectations on each test is equivalent to 70% of the items correct on the October 1990 test (plus a rating of 2, 3, or 4 on the written composition.) Note that the Percent Passing reported for Prior Year was recalculated according to the 70% passing standard *(Source: National Computer Systems and TEA Division of Student Assessment)*
TASP	The Texas Academic Skills Program test is a basic skills test measuring reading, writing, and mathematics skills. It is required of all persons entering Texas public institutions of higher education for the first time. The TASP will not be reported in the AEIS until its equivalence to the exit-level TAAS has been established.
Teacher Career Ladder Status	*(from District Profile Section)* This indicates the FTE counts of teachers and speech therapists on levels two and three. Career ladder counts may be under-reported for many districts due to placement decisions made after October. *(Source: PEIMS, Oct. 1991)*
Teachers by Highest Degree Held	*(from District Profile Section)* This shows the distribution of degrees attained by teachers in the district. The FTE counts of teachers with no degree, bachelor's, master's, and doctorate degrees are expressed as a percent of the total teacher FTEs. *(Source: PEIMS, Oct. 1991)*
Teachers by Program *(Population Served)*	Teacher FTE counts are categorized by the type of student populations served. Regular, special, compensatory, vocational, bilingual/ESL, gifted and talented, and miscellaneous other populations served are shown. Teacher FTE values are allocated across population types for teachers who serve multiple population types. Percentages are expressed as a percent of total teacher FTEs. *(Source: PEIMS, Oct. 1991)*
Teachers by Years of Experience	*(from District Profile Section)* This is the FTE count of teachers with years of experience that fall into the ranges shown. Experience in these categories is the total years of teaching experience for the individual, not years of experience in the reporting district or campus. Teacher counts within each span of years of experience are expressed as a percent of total teacher FTEs. A beginning teacher is a teacher reported with zero years of experience. *(Source: PEIMS, Oct. 1991)*

Teaching Permits by Type	*(from District Profile Section)* This indicates the number of teaching permits issued. Teachers may be issued more than one permit. Permits are grouped as temporary, classroom assignment, emergency teaching, and other, representing nonrenewable, special assignment, and vocational. *(Source: PEIMS, Oct. 1991)*
Total Adopted Tax Rate *(CED and Local)*	*(from District Profile Section)* This is the sum of the locally adopted total tax rate set by the school district plus the County Education District (CED) tax rate. *(Source: Texas Comptroller of Public Accounts, Jan. 1992)*
Total Enrollment	This is the total number of students who were reported as enrolled on October 25, 1991 at any level, from early childhood education through grade 12. *(Source: PEIMS, Oct. 1991)*
Total Expenditures	*(from District Profile Section)* This shows the total for all expenditures budgeted in the General Fund, the Special Revenue Fund (excluding Adult Basic Education), and the Debt Service Fund. *Total Expenditures per Pupil* is total expenditures divided by total enrollment. *See Appendix B. (Source: PEIMS, Oct. 1991)*
Total Revenues	*(from District Profile Section)* This includes the total for all revenues budgeted in the General Fund, the Special Revenue Funds (excluding Adult Basic Education), and the Debt Service Fund. Total Revenue includes CED budgeted revenues. In some cases CED revenues were estimated from tax information obtained through a survey. *Total Revenues per Pupil* is total revenue divided by total enrollment. *(Source: PEIMS, March 1991 and Oct. 1991)*
Total Staff by Ethnicity and Sex	These are counts of total staff FTEs by combinations of major ethnic group and sex. Counts are also expressed as percentages of the total staff FTE. *(Source: PEIMS, Oct. 1991)*
Turnover Rate for Teachers	*(from District Profile Section)* This shows the total FTE count of teachers not employed in the district in the fall of 1991-92 who were employed in the district in the spring of 1990-91, divided by the total teacher FTE count for the spring of 1990-91. Social security numbers of reported teachers were compared from the two semesters to develop this information. *(Source: PEIMS, Oct. 1991)*

National Goals for Education

Building a Nation of Learners: the 1992 National Goals Report

The National Governors Association (NGA) adopted and President George Bush endorsed national goals for education in February 1990. The NGA further developed state strategies to achieve the goals. The goals are stated below.

1. **READINESS FOR SCHOOL**

   By the year 2000, all children in America will start school ready to learn.

2. **HIGH SCHOOL COMPLETION**

   By the year 2000, the high school graduation rate will increase to at least 90 percent.

3. **STUDENT ACHIEVEMENT AND CITIZENSHIP**

   By the year 2000, American students will leave grades four, eight, and twelve having demonstrated competency over challenging subject matter including English, mathematics, science, history, and geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.

4. **SCIENCE AND MATHEMATICS**

   By the year 2000, U.S. students will be first in the world in mathematics and science achievement.

5. **ADULT LITERACY AND LIFELONG LEARNING**

   By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

6. **SAFE, DISCIPLINED, AND DRUG-FREE SCHOOLS**

   By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

The *1992 National Goals Report* contains individual state profiles of progress in meeting the goals adopted by the NGA. The state profiles compare available data for 1992 to baseline data that depicts state performance on or about the time the goals were adopted. The two sections that follow measure Texas' progress toward the national goals and progress on a number of indicators related to the NGA goals and objectives.

Section 1: Measuring Progress Toward the Goals

Goal 1: READINESS FOR SCHOOL

No comparable state data are currently available.

Goal 2: HIGH SCHOOL COMPLETION

Percentage with a high school credential *(1990)*

	Baseline	1992 Goals Report
• all 19-20 year olds	n/a	80%
• all 23-24 year olds	n/a	79%

Goal 3: STUDENT ACHIEVEMENT AND CITIZENSHIP

	Baseline	1992 Goals Report
Percentage of all 8th grade students who are competent in mathematics *(1990)*	13%	n/a

Advanced Placement examinations taken in the core subject areas *(per 1,000 11th and 12th graders, 1991, 1992)*

	Baseline	1992 Goals Report
• Percent of students taking tests	41%	44%
• Percent receiving a grade of 3 or higher	27%	30%

Goal 4: SCIENCE AND MATHEMATICS

No comparable state data are currently available.

Goal 5: ADULT LITERACY AND LIFELONG LEARNING

No comparable state data are currently available.

Goal 6: SAFE, DISCIPLINED, AND DRUG-FREE SCHOOLS

Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools *(1988,1991)*:

	Baseline	1992 Goals Report
• Physical abuse of teachers	5%	5%
• Verbal abuse of teachers	30%	37%
• Robbery or theft	30%	33%
• Vandalism of school property	34%	34%

Section 2: Indicators Related to the Goals and Objectives

		Baseline	1992 Goals Report
Goal 1:	**READINESS FOR SCHOOL**		
	1. Number of births *(per 1,000 in 1988,1989)*:		
	a) at or above 5.5 pounds	932	930
	b) between 3.3 and 5.5 pounds	57	58
	c) below 3.3 pounds	11	12
	2. Number of mothers *(per 1,000 in 1988,1989)* receiving first prenatal care during:		
	a) the first trimester of pregnancy	669	669
	b) the second trimester of pregnancy	216	218
	c) the third trimester of pregnancy or no prenatal care	115	113
	3. Number of children with disabilities in preschool *(per 1,000 3 to 5 year olds, 1991)*	n/a	3
Goal 2:	**HIGH SCHOOL COMPLETION**		
	1. Percentage of all 16-19 year olds without a high school credential *(1990)*	n/a	13%
Goal 3:	**STUDENT ACHIEVEMENT AND CITIZENSHIP**		
	1. Percentage of all public school 8th graders who scored at the following levels in mathematics achievement *(1990)*:		
	• Below Basic	48%	n/a
	• Basic	39%	n/a
	• Proficient*	12%	n/a
	• Advanced*	1%	n/a
	** Meets the goals panel standard for competence*		
	2. Estimated percentage of public high school students taking the following courses *(1989,1991)*:		
	• Algebra I	82%	87%
	• Algebra II	54%	66%
	• Calculus	5%	7%
	• Biology	95+%	95+%
	• Chemistry	40%	50%
	• Physics	12%	15%

	Baseline	1992 Goals Report
Goal 3: STUDENT ACHIEVEMENT AND CITIZENSHIP ***(cont.)***		
3. Number of foreign language Advanced Placement examinations taken *(per 1,000 11th and 12th graders, 1991, 1992)*	3	4
Number receiving grades of 3 or higher	3	3
4. Number of fine arts Advanced Placement examinations taken *(per 1,000 11th and 12th graders, 1991, 1992)*	<1	1
Number receiving grades of 3 or higher	<1	<1
Goal 4: SCIENCE AND MATHEMATICS		
1. Percentage of public high school science teachers who hold a degree in science or science education *(1988,1991)*	70%	64%
2. Percentage of public high school mathematics teachers who hold a degree in mathematics or mathematics education *(1988,1991)*	64%	59%
3. Percentage of public school 8th graders *(1990)*:		
a) who do these activities in mathematics class:		
• work in small groups at least once a week	39%	n/a
• work with rules, blocks, or geometric shapes at least once a week	24%	n/a
• write reports or do projects during the school year	62%	n/a
b) whose mathematics teachers heavily emphasize:		
• Algebra and functions	52%	n/a
• reasoning and analytic skills	45%	n/a
• communicating mathematics ideas	42%	n/a
c) who have computers available in their mathematics classroom	13%	n/a
d) who use calculators in mathematics class several times per week	19%	n/a
Goal 5: ADULT LITERACY AND LIFELONG LEARNING		
1. Percentage of all U.S. citizens *(1988)*:		
a) registered to vote	n/a	71%
b) voting	n/a	58%

	Baseline	1992 Goals Report
Goal 6: SAFE, DISCIPLINED, AND DRUG-FREE SCHOOLS		
1. Percentage of all high school students who reported *(1990, 1991)*:		
a) Using the following at least once during the past 30 days:		
• marijuana	n/a	n/a
• cocaine	n/a	n/a
b) Having 5 or more drinks in a row during the past 30 days	n/a	n/a
2. Percentage of public high school teachers agreeing with the following statements *(1988, 1991)*:		
a) the level of student misbehavior in this school interferes with my teaching	42%	36%
b) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes	48%	56%
3. Percentage of public high school teachers who reported that they have substantial or complete control disciplining students in their classrooms *(1988, 1991)*	56%	57%
4. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools *(1988, 1991)*:		
• student tardiness	60%	61%
• students cutting class	44%	44%

COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, U.S. Department of Education.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964 AS AMENDED; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED; AMERICAN DISABILITIES ACT OF 1990; AND THE CIVIL RIGHTS ACT OF 1991.

The Texas Education Agency shall comply fully with the nondiscrimination provisions of all Federal and State laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any educational programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status or a disability requiring accommodation (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency is an Equal Employment Opportunity/Affirmative Action employer.

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